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ABSTRACT

This guide is intended to assist home economics teachers at all grade levels in presenting a curriculum concentrating on development of life skills. The guide is divided into six sections, one for each of the following content areas: child development, clothing and textiles, consumer education, foods and nutrition, housing and interiors, and personal growth. Within each content area, there is an overview and further divisions into materials for use in grades 6-8, 9-10, and 11-12. Each of these subdivisions contains a content outline, competencies, and learning/evaluative experiences. Throughout the guide, four topics (individual development, roles and responsibilities, choices, and problem solving) serve as unifying concepts and provide a framework within each individual area. Appendixes to the guide include a sample lesson plan; suggestions for planning outreach activities for Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) clubs; and examples of selected concepts, competencies, and learning/evaluative experiences from each content area plus sample worksheets to be used in completing plans for each lesson. (MN)

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CONNECTICUT HOME ECONOMICS

A People Centered Profession

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CONNECTICUT HOME ECONOMICS
A PEOPLE CENTERED CURRICULUM

PREPARED BY
DEPARTMENT OF EDUCATIONAL LEADERSHIP
UNIVERSITY OF CONNECTICUT

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
HARTFORD, CONNECTICUT

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AUGUST 1986

FOREWARD

Consumer home economics education is directed toward preparing males and females for life by strengthening the competencies, attitudes and skills that life will demand. The implementation and assistance this guide will provide depends on instructors and school administration in conjunction with involvement from the community and students.

This guide was developed by teachers under the leadership of teacher educators for grades 6 through 12 in local school districts. Home economics teachers in the state volunteered to field test subject areas to enhance the information after use in their classes. While no curriculum process is ever complete, this revision of Connecticut's Home Economics Curriculum is timely and in answer to many requests.

The life skills provided in home economics are essential for all students in today's changing world. In the past, Connecticut has had outstanding programs for students and will continue to provide leadership with this planning guide in the essential areas of home economics.

ANGELO J. TEDESCO
ASSOCIATE COMMISSIONER
DIVISION OF VOCATIONAL
TECHINCAL AND ADULT EDUCATION

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Seven home economics teachers began the process over two years ago and have served as the nucleus of the project from the beginning idea stage through all the necessary detailed work. Special thanks go to these members of the task force:

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Mrs. Diane Danna, Regional #8, RHAM High School, Hebron, House and Interiors

Mrs. Louise Harrington, Program Chair, New Britain Personal Development

Miss Gail Seymour, Newtown Middle School, Newtown Foods and Nutrition

Mrs. Catherine Williams, Program Chair, Bridgeport Child Development

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It was the belief of those developing the curriculum that it was essential to include as many people as possible in the

process and that only by using the guide in a real situation would we get a true evaluation. Therefore, a draft copy of the curriculum guide was piloted during a three-month period between February and April. Each teacher worked with a grade level within a content area and provided feedback and suggestions. Our sincerest thanks are given to:

Child Development

Middle School - Mrs. Kathy Holden, Putnam Middle School, Putnam

High School - Alice Brochinsky, Foran High School, Milford

- Catherine Cocco, Manchester High School, Manchester

- Sue Daly, Hall High School, West Hartford

Clothing and Textiles

Middle School - Carolyn Blakely, Abraham Middle School, Guilford

- Maryann Spagna, Plainville Junior High School, Plainville

High School - Linda Baugh, Foran High School, Milford

- Jean Pustilnik, Hall High School, West Hartford

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High School - Pat Cobb, Weaver High School, Hartford

- Deborah Manasse, Torrington High School, Torrington

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Middle School - Lucille A. Baver, Blackham Middle School, Bridgeport

High School - Margaret W. Kennedy, Guilford High School, Guilford

- Mary Schwenzer, Simsbury High School, Simsbury

Personal Growth

Middle School - Carol Chapman Brownell, J. F. Kennedy Junior High School, Enfield

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Two very special leaders who guided this entire process are thanked not only for their guidance but for their willingness to meet whenever needed. Their patience and encouragement throughout the slow but steady process of curriculum development provided a steady hand when the going was tough. Mrs. Katherine Brophy and Mrs. JoAnn Hoff receive our special thanks for their leadership.

Last, but far from least, is a phrase often heard. In this instance, it is the only possible statement to make. Dr. Priscilla Chapman, a recently retired home economics teacher and supervisor, agreed to work "part time" and take all of the material written, put them in the selected format, and work with the pilot schools as they used the proposed document.

In the final analysis, it is difficult to describe all the ways Priscilla assisted in this project. Our gratitude and our very special thanks go to Priscilla for the role she played in the process of taking the ideas through innumerable writings to a completed document.

PHILOSOPHY AND USE OF THE GUIDE

Home economics has been defined by many people in many ways. Two dictionary definitions are:

1. Webster's Collegiate Dictionary, 5th edition, defines home economics as "the science and art dealing with homemaking, expecially the selection and preparation of food and clothing, conditions of living, the use of income, the care and training of children, etc."
2. The Random House Dictionary, in fewer words, defines home economics as "the art and science of home management, including nutrition, child development, etc."

Although neither is definitive, they both suggest the difficulty of clearly identifying all that is taught in home economics. Neither definition directly includes the focus on people and the family although both indirectly suggest this focus. "Etc." is one of those catch abbreviations standing for whatever is not stated directly. For home economics, it can represent "everything that counts" within the family setting.

In development of this "people-centered curriculum", the six content areas which are components of any home economics program were identified as:

1. Child Development;
2. Clothing and Textiles;
3. Consumer Education;
4. Foods and Nutrition;
5. Housing and Interiors; and
6. Personal Growth.

Since the development of a curriculum is a process that never really ends, it was felt that those basic areas will continue to represent the foundation for teaching home economics in grades six through twelve. Based on these areas, course titles and course content can be identified that will meet the needs of each community while considering present and future needs of students, changing lifestyles, changes in

the workplace, changing relationships in the home and the workplace, overcoming sexual and cultural bias, and the dual responsibilities of the worker and the homemaker. This curriculum guide has been written to be used by consumer home economics teachers as a resource in planning and teaching.

As the materials in each area were developed, four unifying concepts became evident in each area. They serve as the framework within each area and have been identified as Individual Development, Roles and Responsibilities, Choices, and Problem-solving.

The curriculum guide is divided into six sections, one for each content area. Within each content area can be found an overview, further divisions into the grade levels of 6-8, 9-10, and 11-12 with each grade level containing a content outline, competencies, and learning/evaluative experiences. The working definitions used in the compilation of the curriculum guide are stated below.

Overview:	An abbreviated outline within unifying concepts and grade level to show relationships among concepts as well as sequential development between grade levels.
Unifying Concepts:	Common elements found at all grade levels in each content area that serve as the structure on which details are built.
Grade Level:	Grade levels are clustered as a way to relate concepts, competencies, and experiences to the unique characteristics of students who are more like each other than like those younger or older. Material within grade levels also indicate the sequential development of concepts.
Content Outline:	The overview outline is expanded to relate concepts in each grade level. It is hoped these will serve as catalysts for planning lessons for specific programs. It is not intended to include all related concepts but to be a planning tool for developing lessons related to individual program and student needs.

Concepts:	Concepts are the large ideas which provide structure, scope, and sequence in a body of knowledge. They are the mental picture one has when reading or hearing a word, a phrase, or a sentence.
Competencies:	Statements broad in scope and including the skills, knowledge, and attitudes necessary to perform a task. All statements are written in terms of the learner and are stated in measurable terms.
Learning/Evaluative Experience:	Brief descriptions of the activities in which students are involved in the behavior indicated by the competency and related to the stated content. In planning for classroom use, each one could be used in the learning process or in the measurement process for determining what has been learned.

Essential characteristics identified early in the curriculum development process were that the guide would provide a resource to serve as a guide in planning by teachers and that it be in a looseleaf binder so that it could easily be a working document. In addition, the resources were to provide a variety in order to be useful for small or large classes, students of various ability levels, large and small budgets, male and female students, and programs having extensive or limited facilities. The choices provided to the teachers for selecting competencies and learning/evaluative experiences for their own classes exemplify the attempts to meet these characteristics. Following are some suggestions for using the curriculum guide in the planning process.

CONTENT AREA OVERVIEW

Each content area has an overview of all grade levels organized by the four unifying concepts. By removing the appropriate pages, it is possible to view all the content areas side by side and select either units or courses to be included in a program at any specified grade level. By viewing these at once, it becomes possible to select units from two or three areas that can be combined for a course. For example, a consumer education unit might be included as part of a nutrition unit.

The same technique could be used to observe the sequence of learnings for any course. Depending on the student needs, concepts could either build on past learning or incorporate earlier concepts which might not have been covered.

CONTENT AREA GRADE LEVEL CONCEPTS

The concepts have been placed in an outline which expands the overview. Each teacher would select the concepts relevant to the local program and students and further identify all the concepts to be included for that program. Concepts could be taught in a variety of ways and further expanded in several directions. The individual teacher has the opportunity to make decisions based on the students' and community's needs.

COMPETENCIES

Competencies are written for all the concepts presented in the content outline and are sequenced in the same order as in the outline. Each competency is written in terms of learner behavior and is measurable. Throughout the competencies for each grade level, all three domains are included. Thus, behavior can be identified as cognitive, affective, or psychomotor or a combination of these. As competencies are selected for use in unit planning and/or lesson planning, others may be added. Once again, each teacher decided which competencies are relevant for each class. If necessary, based on students' previous learning, competencies can be selected from a higher or a lower grade level.

LEARNING/EVALUATIVE EXPERIENCES

In order to learn the concepts, it is necessary for the students to be actively involved in the desired behavior. To determine when students have acquired the desired learning, measurement of that behavior is required. Since the behavior is the same whether the student is in the learning process or at the measurement stage, any of the stated experiences could be used for either. Since it is necessary to provide the opportunity for "learning" and measurement of "learned", more than one experience is provided for each concept. Once again, they are listed in the same sequence as concepts and competencies. In planning, a teacher would se-

lect those most applicable in any given situation for learning and others for measuring what has been learned. Throughout each grade level, in addition to including all behavioral domains, experiences for all learning styles are included. For optimum learning, it is important for each teacher to provide experiences in a variety of learning styles.

Once the teacher has selected the learning/evaluative experiences for each class, the next step is the preparation stage in the teaching/learning process. It may be necessary to obtain supplemental materials, prepare media materials, review computer programs, develop worksheets, and/or contact outside resources. Not found in this curriculum guide are lists of resources. These will be available from two sources, the first being each teacher's own files. The second source could best be described as a teacher exchange of ideas. Scheduled workshops will be planned for sharing ideas. Updated lists of published materials will be provided and can be inserted in this notebook. Activity sheets, worksheets, tests, case studies, sources for current publications, role play topics, and a myriad of other materials are used by teachers daily. At the scheduled workshops, or on an informal basis, it is hoped that teachers will share their own best and workable ideas. In this way, the curriculum guide can become a continuing source as a planning tool. It should become a working document and provision has been made for writing down your own ideas and adaptations on the "Notes" pages.

FHA/HERO in the Home Economics Programs

The purpose of the Future Homemakers of America/Home Economics Related Occupations is to assist students in developing personal leadership, citizenship, and occupational knowledge and skills for personal, family, and community living and employment through vocational home economics education programs. It is an integral part of home economics education in public schools at middle, junior, and senior high levels.

Any student, male or female, who has been, or is currently enrolled in a home economics course is eligible for

active membership. Students taking courses in home economics, consumer education, and or family life become members in FHA while those taking home economics occupational courses become members in HERO.

The goal of the organization is directed toward assisting youth in assuming their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. Organized instruction related to this goal is already an integral part of home economics programs. To enhance the instruction, membership in FHA/HERO gives students additional ways to learn home economics skills and knowledge through involvement in chapter management and activities, planning and participating in group and/or individual projects, chairing or being a member of a committee, or serving as an officer or a chapter representative. Additional leadership training is available to members belonging to an affiliated chapter through regional, state, and national meetings.

Home economics teachers in Connecticut have been encouraged to make FHA/HERO an integral part of home economics instruction partially because chapter activities and classroom curriculum are so closely related. Other advantages include eliminating conflicts with transportation and with scheduling related to after school jobs, improving communication between students and teachers/advisors, participting in smaller groups so that everyone's ideas may be heard, and providing additional leadership roles within each class.

Many of the learning/evaluative experiences provided are equally applicable to classroom instruction and FHA/HERO activities. Therefore, to identify activities or projects for local chapters, the teacher can select from relevant experiences for use in FHA/HERO planning. In addition, in Appendix C of the guide, there are suggested activities for community outreach which are especially applicable for FHA/HERO planning.

The document, as it now stands, reflects the philosophy of many Connecticut home economics teachers. It is intended

as a resource, a guide, a working document which will become personalized for each program by those who use it. Some teachers will look for specific lesson plans and be disappointed. Others may ask, "Must I include all that in my class?" Knowing that many teachers are currently involved in writing curriculum on the local level, it is hoped that this guide will identify essential competencies at each grade level and suggested learning/evaluative experiences for achieving those competencies. These suggestions can only enhance curriculum development throughout Connecticut.

It is the hope of all who had a part in its development that each teacher will see this guide as the "starting point" for planning and will be encouraged to share ideas with other teachers so the vitality of the curriculum will continue to grow through use.

Project Director
Barbara L. Osborn
Professor, Educational Leadership

Curriculum is not "a written word",
nor a document prescribed,
It is a source of new ideas,
to motivate and guide.

It does not replace existing plans,
(perfected -- "tried-and-true")
But seeks to open up new doors
to enlarge and expand a view.

Curriculum is a beginning frame,
for change through cooperation.
The human side of forming plans,
needs involvement -- interaction.

Please try some parts to suit your needs,
add other parts for sharing.
Participate in future plans
to keep it alive and growing.

-- Priscilla R. Chapman
June 1986

CHILD DEVELOPMENT

CHILD DEVELOPMENT

GRADES 6-8

CONCEPTS	
I INDIVIDUAL DEVELOPMENT	A. Physical Growth B. Social-Emotional Needs C. Learning
II ROLES AND RESPONSIBILITIES	A. Children in the Family B. Care Giver C. Child Abuse
III CHOICES	A. Play Activities B. Space and Equipment C. Career Awareness
IV PROBLEM-SOLVING	A. Handling Emergencies B. Guiding Children's Behavior C. The Handicapped Child

OVERVIEW

GRADES 9-10	GRADES 11-12
A. Human Reproduction B. Basic Physical Needs C. Physical Growth Patterns D. Language/Communication E. Play and Learning	A. Patterns of Human Development B. Basic Needs C. Intellectual Development
A. Parent-Child Relationships B. Family Influences C. Observing Children	A. Parenthood B. Socialization of Children C. Planning Children's Care
A. Sexual Consequences B. Career Exploration	A. Teenage Parenting B. Selecting Day Care and Nursery Schools C. Career Preparation
A. Health Care of Child B. Misbehavior C. Socialization of Special Needs Children D. Community Resources	A. Hospitalized Child B. Anti-Social Behavior C. Professional Services for Children

CHILD DEVELOPMENT GRADES 6-8

I. INDIVIDUAL DEVELOPMENT

- A. Physical Growth
  - 1. Prenatal Development
  - 2. Nutrition
  - 3. Sleep
  - 4. Growth Patterns
    - a. Newborn
    - b. Toddler
- B. Social-Emotional Needs
  - 1. Love and Trust
  - 2. Personality Traits
- C. Learning
  - 1. Sensory-Motor Stimulation
  - 2. Small Muscle Development

II. ROLES AND RESPONSIBILITIES

- A. Children in the Family
  - 1. Sibling Birth-Order
  - 2. Parent-Child Relationships
- B. Care Giver
  - 1. Responsibilities
  - 2. Commitment
- C. Child Abuse

CONCEPTS

III. CHOICES

- A. Play Activities
  1. Physical
  2. Social
  3. Learning
- B. Space and Equipment
- C. Career Awareness
  1. Occupational Options
  2. Personal Qualities

IV. PROBLEM-SOLVING

- A. Handling Emergencies
  1. Reducing Hazards
  2. First-Aid
- B. Guiding Children's Behavior
- C. The Handicapped Child
  1. Care
  2. Help

CHILD DEVELOPMENT

GRADES 6-8

COMPETENCIES

- Outlines the stages of prenatal development from conception to birth.
- Lists the guidelines for adequate nutrition for infants and young children.
- Identifies routines and procedures for providing a balance of rest and exercise for infants and toddlers.
- Outlines the expected sequence of physical growth of an infant through the first year.
- Describes the developmental process of physical changes for children from the end of the first year to three years of age.
- Identifies the basic emotional needs of infants and young children.
- Describes the consequences of lack of love and trust in the social and emotional growth of children.
- Classifies the characteristics of children's personality types.
- Outlines the expected sequence and range of emotions during the first two years of a child.
- Describes the role of imitation in social-emotional development.
- Describes activities for stimulating the development of small muscles for coordinated learning tasks.
- Explains the influence of birth-order on the family roles of siblings.
- Identifies the stages, events, and interactions that promote disharmony between parents and young children.
- Describes the characteristics of a reliable baby-sitter and responsible parents.
- Outlines the safety and health responsibilities of a person for a child in his/her care.
- Identifies effective procedures for basic care of children: feeding, bathing, dressing, and sleeping.

CHILD DEVELOPMENT

GRADES 6-8

COMPETENCIES

- Evaluates the basic requirements for responsible parenting and child-care.
- Defines commitment in the context of child care.
- Lists the signs of various types of child abuse.
- Identifies procedures to follow and people to contact if child abuse is observed or experienced.
- Selects appropriate toys and activities for different developmental functions.
- Plans ways to entertain children while baby-sitting.
- Evaluates toys for features of safety, learning, and enjoyment.
- Compiles ideas for planning and organizing play spaces for children.
- Computes costs of care and play equipment for children.
- Identifies career opportunities and requirements in child care occupations.
- Identifies non-paid experiences with children which strengthen personal qualifications for child-related career fields.
- Lists common health and safety hazards to children found in the home.
- Analyzes a home for safety hazards.
- Demonstrates basic first-aid procedures for common injuries to children.
- Outlines procedures to take in the event of an emergency when responsible for children's care.
- Identifies constructive actions to take when children misbehave.
- Compares the social, emotional, and physical needs of a handicapped and a non-handicapped child.
- Lists community sources of help for handicapped children.

CHILD DEVELOPMENT

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* View filmstrip or overhead transparencies showing conception and fetal development. Complete a study guide.

* Prepare baby food and conduct a taste test comparing with commercially prepared baby food. Complete comparison cards for cost, preparation time involved, and taste.

* Discuss safety and sanitation of commercially prepared and baby foods made at home.

* Using food models, select and arrange nutritionally adequate, age appropriate, and appealing meals for young children. Score each and discuss items which are not acceptable.

* Plan, prepare, and serve nutritious snacks for toddlers invited to class, or when baby-sitting. Record children's reactions.

* Role-play situations of sleep and bedtime encountered with babies as a baby-sitter, or as a sibling. Note common features and discuss probable causes and remedies.

* Read references on children learning through sensory-motor stimulation. Collect magazine pictures showing ways parents can develop a child's senses.

* Survey parents and adult friends to obtain exercise activities in which they engage with their children. Compile booklets of age-appropriate exercises and activities to develop sensory-motor functions.

* Construct a collage of magazine pictures of babies arranged in order of the expected physical growth sequence in the first year of childhood.

* Observe a toddler and draw a likeness showing proportions characteristic of that stage of physical development.

* Tape or imitate baby's cries. Interpret different needs.

* Bring baby pictures to class. Discuss features that remain recognizable or hold a "Guessing Contest" on a "Beautiful Baby Bulletin Board."

* Find pictures of babies and children depicting a variety of emotions. Post on a time-line, birth to two years, divide into three-month intervals. Discuss the sequence and patterns of emotional development for children.

CHILD DEVELOPMENT

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Invite a guest from a foster home or department of youth services to speak on the effects of the lack of love and the long-term results when trust is not established between parents and babies. Write a summary statement, "The importance of love and trust."

* Play "matchword" with personality terms and descriptions. Arrange terms together under Sensitive, Aggressive, or Outgoing child.

* Relate examples of traits students have that are similar to those of their parents (or their parents similar to grandparents). Compile lists on the board under headings of "Physical," "Social-Emotional." Distinguish between genetic sources and those resulting from imitation.

* Compile a booklet of activities that encourage small muscle coordination. Examples: shoelace tying, zippers, buttons, large-piece puzzles, dancing, and art. A variation to the booklet is to create hands-on projects for developing learning tasks.

* Grouped by birth order in families each group brainstorm feelings about their role in that position. Prepare group reports about common characteristics; compare group responses and discuss.

* Discuss in groups the various roles played in their families by parents and children. Report on any friction resulting from the different roles and positive steps they can take to ease friction.

* Collect, or draw, a comic strip or a cartoon depicting different parenting roles. Discuss whether being a parent is an amusing situation.

* Construct a collage of parents of different types in a parenting action or relationship. Write a story based on the various roles seen in the collage.

* Brainstorm in small groups the first memories each has of life. Share with classmates their feelings about looking back at childhood.

* Use a series of cards, "What If?" for baby-sitting situations. (Parents come home drunk..phone rings while changing baby..girl or boy friend is visiting when parents return.) Write a paragraph about the commitment and capability of a competent baby-sitter.

CHILD DEVELOPMENT

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Conduct a panel debate with invited parents on "What Makes a Responsible Parent." Write an application for the job of being a parent.

* Brainstorm, "What is a Child?"..."World of the Newborn"... "What is a Parent?" Compile impressions.

* Prepare checklists of necessary information to have when parents leave children with baby-sitters.

* Invite parents to class to demonstrate care of baby: bathing, dressing, feeding. Complete observation guides and compare notes. Post compiled lists of guidelines.

* Invite a social worker or school nurse to class to present characteristics of child abuse and sources of help for the child. Students prepare questions before presentation. Provide answers following presentation.

* Collect and display examples of safe and age-appropriate toys for infants, toddlers, and pre-school age children. Develop a toy suitability checklist to use when baby-sitting. Remove unacceptable toys and report to class the reasons for removal. Compile list on bulletin board. Prepare lists of potential toy hazards to disseminate at Parents' Night.

* Make up a "ditty-bag" or "sitter-kit" which includes games and activities to entertain children.

* Plan an activity or read a story to a group of children at different age levels (2-5 years). Observe their attention span. Brainstorm things that could be changed with that activity to maintain their interest longer.

* Invite young children from the community into class for a "Story Hour." Students plan the event, organize the room, and select appropriate reading materials for children.

* Invite guest speakers who are professional storytellers or illustrators of children's books. Practice reading stories to each other.

* Develop a display of toys and activities to meet different play needs: physical, social, creative, dramatic, and mental. Label each with the developmental area(s) for which it is appropriate.

CHILD DEVELOPMENT

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Bring to class low-cost materials or items that can be recycled into safe and suitable children's toys and activities. Display or present their creations.

* Using catalogs, cut out pictures, or make lists of the equipment and furniture needed to care for children's basic needs of eating, sleeping, and playing and record an average cost for each item. Compute the total cost. Brainstorm ways to save money.

* Using magazines or catalogs from building supply stores, collect ideas for storage spaces for children's toys and materials. Discuss benefits of teaching children to organize belongings at a young age.

* Invite speakers to class, or plan to have students interview community members representing various occupations in child-care. Summarize qualities needed.

* Visit local day care facilities and nursery schools to observe the personnel as they interact with children. Complete an observation form.

* Participate as volunteers in activities at elementary schools, nurseries, and day care facilities after school. Share observations in class or on FACTSHEET planned periodically.

* Interview people about occupations in child-related professions to determine training required and what makes a person successful on the job. Report on interview, compile responses.

* Invite a fireman to talk about children's safety in the home and first-aid for burns.

* Invite guest speaker from the Poison Control Center. Discuss ways to recognize poisoning in children and emergency do's and don'ts. Prepare stickers with telephone number to distribute at a local shopping mall.

* Assemble first-aid kits to use when children visit classroom. In a prominent spot, post a list of contents and how and when to use them. Play a matchgame with emergencies and the correct action to take.

* Prepare a display of hazards to children in the home, using actual objects and pictures. Show antidotes and corrective measures.

CHILD DEVELOPMENT

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Practice first-aid procedures and bandaging for common injuries that might happen to children while baby-sitting... (burns, choking, bumps, breaks, and bleeding). Invite the school nurse or physical education instructor to demonstrate or use activities described in Red Cross First-Aid Manual.

* Role-play a situation between a parent and a child involving uncooperative behavior on the child's part...(refusing to eat, stalling at bedtime, pleading for something at a store). Switch roles and re-play. Discuss which role is preferred, parent or child, and give reasons. Summarize the actions children expect parents to take in specific situations. Define discipline.

* Develop class compilations of examples of children's common misbehavior. From references or a teacher-made source select positive-constructive ways to handle misbehavior appropriate to a child's age. Compare answers in a group and discuss.

* Simulate a handicapped child performing a simple task. Record personal feelings and others' reactions. Develop guidelines for relating to people with handicaps.

* Using catalogs and observations, compile lists of equipment, furniture, tools, and housing modifications for handicapped children.

* Using the telephone directory, develop a resource list of agencies that provide help for handicapped and special needs children.

CHILD DEVELOPMENT

GRADES 9-10

CHILD DEVELOPMENT GRADES 9-10

I. INDIVIDUAL DEVELOPMENT

- A. Human Reproduction
  - 1. Prenatal Growth
  - 2. Birth Defects
- B. Basic Physical Needs
  - 1. Food-Nutrition
  - 2. Clothing
  - 3. Furniture and Equipment
- C. Physical Growth Patterns
  - 1. Laws of Growth
  - 2. Toddler and Pre-School Child
- D. Language/Communication
  - 1. Readiness
  - 2. Imitation
- E. Play and Learning

II. ROLES AND RESPONSIBILITIES

- A. Parent-Child Relationships
  - 1. Guiding Children's Discipline
  - 2. Warmth and Encouragement
- B. Family Influences
  - 1. Environmental
    - a. Enrichment
    - b. Disruptions
  - 2. Grandparents
- C. Observing Children
  - 1. Objectivity
  - 2. Interpreting Observations

CONCEPTS

III. CHOICE

A. Sexual Consequences
   1. Unplanned Pregnancy
   2. STDS (Sexually Transmitted Diseases)

B. Career Exploration

IV. PROBLEM-SOLVING

A. Health Care of Children
   1. Preventive Measures
      a. Immunizations
      b. Hygiene
   2. Home Care of a Sick Child
      a. Requirements for room
      b. Improvising equipment
      c. TLC (Tender Loving Care)

B. Misbehavior
   1. Reasons
   2. Guidelines

C. Socialization of Special Needs Children
   1. Compensating for Limitations
   2. Mainstreaming

D. Community Resources
   1. Information
   2. Assistance

CHILD DEVELOPMENT

GRADES 9-10

COMPETENCIES

- Lists the influences on prenatal development.
- Describes the process of labor and delivery of a baby.
- Explains probable causes of birth defects.
- Outlines the basic nutritional, clothing, and equipment needs for a newborn through the first year.
- Relates the "laws of growth" to the first-year physical growth of a child.
- Evaluates the developmental skills of children at different ages.
- Charts the expected physical growth stages of infants, toddlers, and pre-school children.
- Identifies various ways parents and children communicate.
- Describes ways parents can encourage the development of speech and language.
- Identifies the influences of mass communication media on the language development of children.
- Explains the role of imitation in speech development.
- Gives examples of play activities related to physical, social, and learning development.
- Describes the importance of play in relation to learning tasks.
- Lists constructive, positive ways for parents to guide children into acceptable social behavior.
- Cites the various methods of discipline and guidance commonly practiced by families.
- Gives examples of ways parents can provide a warm and encouraging atmosphere for children.
- Identifies mutual support systems used within a family.
- Lists the causes and effects of child abuse.
- Describes the aspects of environment which influences a child's growth and development.

CHILD DEVELOPMENT

GRADES 9-10

COMPETENCIES

- Describes ways family members can enrich a child's experiences.
- Explains the role of parent modeling in a child's social and emotional development.
- Lists causes and possible remedies for common friction between family members.
- Recognizes the changing roles of siblings and other family members.
- Analyzes the function of a family for children.
- Describes the results of a family break-up on children.
- Explains the benefits of grandparent relationships within a family.
- Defines the roles of various family members in the socialization of a child.
- Demonstrates objectivity when observing and recording children's actions.
- Interprets observations of children for physical, social, and emotional patterns.
- Describes the consequences of an unwanted pregnancy.
- Identifies ways to prevent sexually transmitted diseases.
- Lists types of child-care occupations.
- Identifies the personal qualities necessary for child-related occupations.
- Locates places to volunteer working with children in the community.
- Recognizes entrepreneurial opportunities related to child care and development.
- Lists measures to take for prevention of child illness.
- Describes basic hygiene practices to reduce the chance of illness.

CHILD DEVELOPMENT

GRADES 9-10

COMPETENCIES

- Lists essentials for the care of a sick child at home.
- Devises ways to adapt household items for the care of a sick child in bed.
- Explains the relationship between TLC and physical health.
- Selects appropriate activities for children confined to bed.
- Identifies reasons for children's misbehavior.
- Matches children's unacceptable behavior with appropriate parent actions.
- Develops guidelines for consistent, firm, and fair discipline for children of different age levels.
- Identifies developmental areas in a handicapped child that are not affected by the handicap.
- Compares basic needs for children with and without a handicap.
- Identifies the potential contributions a special needs child can make to a family and to the community.
- Lists community agencies available as resources for information and assistance in the raising of special needs children.
- Describes the function of the child protective service agencies in the community.

CHILD DEVELOPMENT

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* View sound-strip or overhead transparencies on prenatal influences and birth defects.

* View film on prenatal development, labor, and delivery methods, recording essential points on a film study guide.

* Role play a fetus reacting to actions of mother, such as eating junk food, smoking, drinking alcohol. Discuss effects on the fetus of these actions.

* Arrange terms describing stages of pregnancy in order of occurence. A variation: students arrange themselves in order holding cards with terms. Use references to find definitions, discuss or record in notebook.

* Divided into three groups, each group research one of the trimesters of pregnancy. Present a brief summary in class or prepare a summary sheet to include in a notebook or journal.

* Using available booklets and materials, summarize the effects of alcohol, drugs, and tobacco while pregnant.

* Working in small groups, on newsprint, compile two lists contrasting habits for healthy and for unhealthy newborns. Post newsprint and summarize.

* Research in groups the costs of basic essentials for a baby in the first year: food, clothing, and furnishings and equipment. Prepare a FACTSHEET. Discuss options that would be cost effective.

* Invite parents of infants, toddlers, and pre-school children to class to hold a panel discussion on the characteristics of children at different ages. Complete charts for notebook.

* Observe or videotape children of the same age. Record differences and similarities noted.

* Conduct a field trip to observe children at a day care facility, nursery school, or hospital nursery. Complete observation forms for "feelings of observer," and for observations noted in the four developmental areas. Discuss objectivity and the role of an observer.

* Find pictures from magazines representing the four "laws of growth" and expected sequence in first year. Arrange in order on a bulletin board.

CHILD DEVELOPMENT

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Videotape children, or find pictures, of various stages of development. Hold class discussion using developmental terms to describe what was viewed.

* Observe children performing simulated learning tasks, or have students perform simulations. Arrange the learning tasks in order and with expected age level of occurrence. Develop a poster of the results.

* Record either by written notes in a journal, or on a tape recorder, patterns or speech for selected ages. Analyze and summarize characteristics.

* Watch children's program on television and record different terms and actions children hear and see. Evaluate the effects of television on children's speech and actions.

* Using a reference text, draw and label a diagram of a baby's upper torso, showing the parts involved in speech.

* Using discussion starter cards, discuss the role of imitation in speech and language development.

* Collect magazine pictures and create a collage showing forms of parent-child communication other than speech. Explain collage pictures.

* Invent a word and use it in sentences in the same context as it goes around the class from student to student. Define the coined word and draw conclusions about how children acquire language.

* Read a story to a child. Devise ways that the child can participate with gestures and sounds.

* Plan and prepare play activities for children of different ages invited to class. Include categories of play and activities for the four developmental areas and for solitary, parallel, and cooperative play. .Compile into a scrapbook for class resource.

* Complete observation forms identifying learning tasks which are reinforced through play activities.

* Invite the school psychologist to talk about family influences on a child.

CHILD DEVELOPMENT

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* In groups, write scripts for mini-dramas portraying three stages of a family's life cycle. Use child development references to determine the roles and relationships of parents and children at different stages. Perform and critique the mini-drama and discuss the factors which change and those which remain stable throughout the different stages.

* Research the environmental influences on children and prepare a paper or oral report of findings. Examples: urban or rural settings, pollution, mass media, mobile or transient family.

* Interview family members for changes they have made. Write findings on cards without names and return to a box. Students will select a card in turn and relate it to their own family experience. Summarize by listing common effects and results of changes.

* Play charades of children's behavior which causes conflicts or friction between children and parents. Recommend ways that parents can reduce friction by meeting children's needs.

* Invite several parents to discuss influences on their children as a result of family crises. Summarize similarities.

* Hold panel discussion with invited grandparents on the changes they have experienced in families over time.

* View family shows on television. Complete a viewing guide with headings of "Realistic" or "Unrealistic." Discuss the use of realism about families and children as portrayed in these shows.

* Interview parents and children to determine the number of hours television is viewed each week. Determine an average. Discuss effects.

* Write a reference report or an imaginative essay on a family in 2001 showing projected situations for children. Share ideas with class members.

* Invite a representative from Child Protective Services to speak on child abuse. Prepare a list of questions before presentation.

* In groups, brainstorm what a family provided for them as children. Compile functions of a family.

CHILD DEVELOPMENT

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Read stories or case studies about children of divorced parents. Develop guidelines for coping behaviors.

* Invite children to class or observe children in a preschool setting. Record actions on a form divided into sections for physical, social-emotional, and intellectual behaviors. Discuss the easiest and the most difficult to observe. Compare actions observed with those given in a text or on a teacher-made reference sheet. Analyze observations for objectivity and discuss limitations to accurate interpretations. Discuss reasons students observing the same children and the same situation may have different interpretations.

* Analyze case studies to develop basic guidelines for working with children. Itemize the skills and abilities each student possesses qualifying or disqualifying him/her for parenthood. Summarize own readiness for parenthood.

* View a film on herpes, completing a film study guide. Discuss the effects of herpes on the lives of the individuals portrayed.

* Select cards depicting different situations of sexual advances or overtures. Students predict what changes in relationships might occur on the basis of such experiences.

* Role play the counseling of a friend who has STD. Comment on the advice given and suggest types of assistance.

* View a film or read a story about an unwed mother or a teenage father. Discuss advantages and disadvantages of being a teenage parent.

* Prepare a FACTSHEET on teenage pregnancy.

* Research career materials available in guidance or other career resource center. Complete an occupational data sheet for child-related career fields.

* List the child care agencies found in the telephone directory.

* Write a job description, rate of pay, and personal and educational prerequisites for selected child care positions.

* Provide babysitting services during a school-sponsored event. Prepare registration slips including emergency information.

CHILD DEVELOPMENT

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Compile a handbook for working with children. Include a form to be completed for each baby-sitting job which provides necessary information to be gotten from parents.

* Interview a school nurse, pediatrician, or pharmacist to compile a list of immunizations recommended for children during the first year. Check personal health record for immunizations and childhood diseases.

* Using a family health or child development text, formulate guidelines to help children develop good hygenic habits. Create posters for a pre-school group.

* Using references and imagination, improvise ways that ordinary household items can be used in the home care of a sick child. Compile a list of essentials for a sick room.

* Practice administering basic bed-care procedures: changing a bed with a person in it, feeding a patient lying in bed, applying hot and cold compresses, making pressure relievers, taking temperature, getting pulse respiration rates. Work in pairs and check off proficiency levels on a master chart.

* Interview a nurse about the effects of worry, apprehension, and fear on the attempts to reduce a patient's temperature, pulse rate, and blood pressure. Make conclusions about the importance of tender, loving care.

* Compile a list or collect a "Bed-Box" of ideas suitable for entertaining a child of different ages confined to bed.

* Read case studies on types of misbehavior children exhibit, or brainstorm ideas from observations. Decide for each, the level of misbehavior (attention or reaction from parents, revenge or withdrawal) probable causes, and appropriate parent actions.

* Interview a special needs resource teacher in the school. Determine which of the developmental areas is involved in a particular handicap and determine, in groups, ways to develop non-affected areas for the optimum socialization of a child.

* Visit a special needs classroom which has kindergarten and/or elementary school children and a kindergarten or elementary class which is mainstreamed. Discuss with the teachers the benefits and limitations of both approaches in a child's education.

CHILD DEVELOPMENT

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Read the laws regarding a special needs child's rights to education. Discuss the benefits of the laws to parents and children.

* Volunteer to help in the care and daily activities of a handicapped child. Prepare suitable activities and procedures. Report on similarities of needs for the handicapped and the non-handicapped child. Discuss whether special needs children are more like other children or more unlike.

* Compile a resource box of agencies and services for children in the community. Include addresses, phone number, name of contact person, and services provided.

* Invite a representative from Child Protective Services to explain function and services provided.

CHILD DEVELOPMENT

GRADES 11-12

CHILD DEVELOPMENT GRADES 11-12

I. INDIVIDUAL DEVELOPMENT

A. Patterns of Human Development
   1. Influences of Heredity and Environment
   2. Influences of Nutrition and Health
   3. School-age Child
   4. Changes in Adolescence

B. Basic Needs
   1. Food
   2. Clothing
   3. Furniture and Equipment

C. Intellectual Development
   1. Task Sequence
   2. Styles of Learning/Thinking

II. ROLES AND RESPONSIBILITIES

A. Parenthood
   1. Readiness
   2. Costs
   3. Life Cycle Factors

B. Socialization of Children
   1. Conformity
   2. Independence
   3. Cultural Customs

C. Planning Children's Activities
   1. Meeting Needs
   2. Providing Variety

CONCEPTS

III. CHOICE

- A. Teenage Parenting
  - 1. Considerations
    - a. Physical
    - b. Social
    - c. Emotional
    - d. Economic
  - 2. Options
    - a. Adoption
    - b. Abortion
    - c. Single-parent
    - d. Marriage
- B. Selecting Day Care and Nursery Schools
  - 1. Reasons for Need
  - 2. Types
  - 3. Criteria
- C. Career Preparation
  - 1. Education
  - 2. Entrepreneurship

IV. PROBLEM-SOLVING

- A. Hospitalized Child
  - 1. Preparation
  - 2. Family Support
- B. Anti-Social Behavior
  - 1. Runaways
  - 2. Delinquency
- C. Professional Services for Children
  - 1. Legal
  - 2. Medical
  - 3. Social
  - 4. Protective
  - 5. Counseling
  - 6. Educational

CHILD DEVELOPMENT

GRADES 11-12

COMPETENCIES

- Identifies principles of human development and "laws of growth."
- Distinguishes between hereditary and environmental influences upon children.
- Itemizes essential foods for adequate child nutrition.
- Describes effects of poor nutrition on children's health.
- Recognizes the uniqueness of individuals.
- Lists the factors of school-readiness.
- Describes physical, social, and emotional changes in adolescence.
- Lists factors of selection and preparation of food which make it appealing to children.
- Identifies desirable features of children's clothing.
- Recognizes various alternatives in providing furniture and equipment for young children.
- Outlines the sequence of intellectual task development.
- Describes different ways children learn and think.
- Analyzes the qualities necessary for effective parenting.
- Itemizes the costs involved in raising children.
- Explains the effects of having children at different stages of a family life cycle.
- Analyzes the effect of home environment upon children.
- Recognizes the importance of consistency and routine in the socialization of children.
- Identifies features and behaviors that signal a child's attaining independence from parents.
- Identifies appropriate child guidance techniques in a family.
- Describes the influence of television and mass media on children and families.

CHILD DEVELOPMENT

GRADES 11-12

COMPETENCIES

- Compares child-rearing customs of different cultures.
- Identifies appropriate play activities for various developmental functions.
- Analyzes the role of play in children's learning.
- Describes the adjustments faced by teenage parents.
- Outlines options available for consideration by an unwed pregnant teenager.
- Explains the difficulties to overcome in a teenage marriage, especially with a small child.
- Lists the reasons day-care facilities are needed.
- Evaluates criteria in the selection of day-care or nursery school for children.
- Identifies educational and training requirements for different levels of child-related occupations.
- Identifies entrepreneurial possibilities in the child-care field.
- Explains ways a family can prepare and support a child needing emergency treatment or hospitalization.
- Lists factors common for runaway or delinquent children.
- Identifies support groups in the community for dealing with child-rearing issues.
- Evaluates the availability of community sources for information and help in parenting.

CHILD DEVELOPMENT

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Observe and record a baby's reactions to smell, taste, sound, and touch. Discuss observations.

* Observe a child in a nursery school environment, a sibling, or a neighborhood child for ten consecutive weeks and note physical growth and communication advances.

* Compile a "Baby Book" of pictures and observations of newborns and infants. Categorize by growth sequences or by developmental areas.

* Conduct a panel debate, "Nature versus Nurture." Summarize points made for each.

* Read a case study about twins separated at birth and reunited as adults. Draw conclusions about the effects of environment and heredity.

* Conduct a debate, "Nursing versus Bottle." Compile points made for each feeding type on a poster.

* Brainstorm observations of heredity, nutrition, and health habits as influences on characteristics of children in the four developmental areas.

* Using nutrition references, complete a study guide for essential nutrients needed at different stages: prenatal, newborn, infant, and toddler. Plan sample menus to meet daily needs for each level.

* Interview parents on what they remember about the student's early learning experiences. Compare findings with other class members to illustrate differences between the different age levels and among individuals.

* Read tests and activities conducted at a kindergarten screening for school readiness. Discuss the items that parents and teachers note when making decisions about entering a child in school.

* Conduct a mock school screening or assist with the actual screening in the local school system.

* Write and illustrate a children's story containing a social message or a learning theme.

* Interview parents of a child entering kindergarten. Write a summary report about the feelings parents have at this time of change.

CHILD DEVELOPMENT

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* As a class project, develop a time-line of "milestones" in the four developmental areas of a child from birth to adolescence. Use magazine pictures, student baby pictures, or sketches to illustrate the stages.

* Complete a questionnaire or a check list to determine the student's dominant learning style. Discuss examples of how style is evident in daily learning and thinking tasks. Summarize why this information might be important for parents to know about their children.

* Using a catalog and medical resources, determine the costs of having a baby and caring for its basic physical and health needs for the first year. Compile on a poster or in a scrapbook.

* Read articles on the effects on newborns of the mother's age at pregnancy. Compile the statistics found about "too young or too old" mothers, and the types of conditions which may occur.

* Match behavior situations on cards with appropriate disciplining techniques or styles. Summarize by listing methods and criteria for effectiveness.

* Participate on a panel presentation on the topic of children raised by parents who work outside the home and those who do not. Write a summary paragraph about the positive and negative aspects.

* Read articles on the effects of divorce on children or invite representatives from a youth self-help group to speak. Develop coping mechanisms.

* Complete a self-evaluation checklist for characteristics of independence. Write a mock resume highlighting the characteristics of independence achieved. List those factors still to be accomplished before independence from parents is achieved.

* Form two teams to brainstorm ways children exhibit conformity and independence. Post results and discuss.

* Convene a panel of students from different ethnic and religious backgrounds to discuss the effects of customs and traditions on the family unit.

CHILD DEVELOPMENT

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Interview a parent who has recently moved to the United States. Determine how United States child-rearing practices differ from his/her country of origin and how he/she might change or adapt to new methods or plan not to change.

* Invite a teacher of children who have English as a second language to speak on cultural differences among children he/she teaches.

* Observe representatives from a parent-child exercise group perform together while explanations are given for the importance of strengthening infant's muscle coordination.

* Develop a scrapbook of suitable activities for children of nursery school age.

* Compile pictures and sketches of toy storage ideas. Develop guidelines for helping children to organize and care for toys.

* Look in toy stores or catalogs for items designed to allow a child to be creative and imaginative. List the characteristics and discuss.

* Invite a speaker from the Consumer Product Safety Commission to speak about toy safety; videotape for future use. Alternate activity: Use booklets and factsheets from CPSC to form guidelines about purchasing safe toys. Prepare display of toys with safety features.

* Test toys in class against safety guidelines developed by class activities. Write letters to companies who manufacture unsafe toys or distribute an information sheet to parents of pre-schoolers.

* Develop a toy box using common objects found in the home that are safe and will also stimulate creativity. Formulate an activity list to go with the objects.

* Select, or make, a toy suitable to meet the needs of a child of a specific age in a family with limited funds or for a child who is hospitalized. Class members will score the toy on the basis of a criteria sheet drawn up by the class. Toy can be donated.

* Take self-quiz, "Am I Parent Material?" Analyze readiness according to score.

CHILD DEVELOPMENT

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Brainstorm conditions under which a child should be raised. Self-rate as to the number of conditions they are ready to provide. Discuss.

* Invite young parents to participate on a panel or discuss informally the physical, social, and emotional aspects of parenting. Compile lists of pros and cons; draw conclusions.

* Brainstorm the types of maturity necessary for responsible parenting. Discuss evidence that can be observed when parenting readiness has been achieved.

* Brainstorm the options a teenager has for solving the problem of an unexpected pregnancy. Prepare debate on the outcomes of adoption, abortion, keeping the baby as a single parent, or marrying. A class score-keeper will determine which of the issues are supported most effectively. Discuss the advantages and disadvantages of all possible solutions.

* Read reference materials on abortion, adoption, and single parenting. Compile factsheets in groups. Make comparisons.

* Using references, develop a checklist for evaluating adequate day care for a child. Discuss the benefits and limitations of day care and reasons it is needed.

* Research local and state laws regulating day care facilities.

* Visit a day care center and observe the types of jobs being performed. Write a paragraph about one of the tasks of interest and provide the skills needed to be successful. Find a classified advertisement for a similar job and compare qualifications listed with the student-developed skills.

* Conduct mock interviews for typical jobs in the child-care field.

* Cut out child-care opportunities from the local classified advertisement section of the local newspaper. Determine the annual income for each type of job found. Compute the value of child-care workers to society based on economic benefits.

* Visit children in a hospital ward, attend an orientation, if possible, or read articles about preparing children for hospital admittance. Develop a list of "do's" and "don'ts" to help parents make their child's hospitalization less traumatic. Ask the school nurse or a local pediatrician to evaluate the completed list.

CHILD DEVELOPMENT

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Invite a pediatrician to class to speak about health care for young children.

* In groups, develop lists of characteristics of children who run away from families or who get into trouble with the law. Compare lists and compile one list of common traits. Discuss how parents can prevent or deal with delinquency in their children.

* Interview, or invite as class guest, an agent from a probation office, department of youth services, or counseling center. Determine ways families, schools, and communities can work together on children's antisocial behavior.

* Invite a speaker from "Child Find" to describe their services and results. Compile a list of places where pictures and information on lost children have been made available to police.

* Read about, or interview a representative from "Tough Love." Analyze different ways families deal with difficult situations.

* Construct a bulletin board of child-related services in the community, including names to contact, addresses, phone numbers and any brochures available. Students record information in notebooks or on a hand-out sheet for dissemination to other students.

CLOTHING AND TEXTILES

CLOTHING AND TEXTILES

GRADES 6-8

CONCEPTS	
I INDIVIDUAL DEVELOPMENT	A. Physical Appearance B. Emotional Aspects C. Social Implications
II ROLES AND RESPONSIBILITIES	A. First Impressions B. Sports Attire
III CHOICES	A. Clothes Closet B. Consumer Skills C. Career Awareness
IV PROBLEM-SOLVING	A. Basic Construction B. Care and Repair C. Customizing D. Resources in the Community

OVERVIEW

GRADES 9-10	GRADES 11-12
A. Physical Needs	A. Clothing and Lifestyle
B. Creative Expression	B. Physical Well-Being
A. Social Symbols	A. Life Cycle Changes
B. Past, Present, and Future Factors	B. Economic Aspects
	C. Cultural Features
A. Wardrobe Planning	A. Dress for Success
B. Influences on Selection	B. Buymanship
C. Comparison Shopping	C. Career Preparation
D. Career Exploration	
A. Fit and Alterations	A. Construction
B. Equipment Use and Care	B. Wardrobe Maintenance
C. Community Resources	C. Community Services
D. Getting Satisfaction	

CLOTHING AND TEXTILES GRADES 6-8

I. INDIVIDUAL DEVELOPMENT

A. Physical Appearance
   1. Style
   2. Fit
   3. Color

B. Emotional Aspects
   1. Textures
   2. Personal Esteem

C. Social Implications
   1. Peer Pressure
   2. Belonging and Acceptance

II. ROLES AND RESPONSIBILITIES

A. First Impressions
   1. Grooming
   2. Social Type

B. Sports Attire
   1. Costs
   2. Substitutes
   3. Appropriateness

CONCEPTS

III. CHOICES

A. Clothes Closet
   1. Quantity
   2. Buy or Make
   3. Fads and Fashion

B. Consumer SKills
   1. Quality
   2. Costs
   3. Labels

C. Career Awareness
   1. Clothing and Textiles Fields
   2. Making Money Mending and Decorating

IV. PROBLEM-SOLVING

A. Basic Construction
   1. Equipment Safety
   2. Work Sequence

B. Care and Repair
   1. Tools and Techniques
   2. Cleaning and Storing

C. Customizing
   1. New Uses
   2. Updating

D. Resources in the Community
   1. Products
   2. Instruction
   3. Services

CLOTHING AND TEXTILES

GRADES 6-8

COMPETENCIES

- Selects styles and fit suitable for personal characteristics and preferences.
- Identifies the effects colors have on self-image and appearance to others.
- Describes the sensory satisfaction received from fabrics of different textures.
- Explains the connection between "looking good" and "feeling good."
- Identifies current fads and fashions and the origin of their popularity.
- Gives examples of friends' influences on personal clothing selections.
- Describes the role clothing plays in being accepted into a group.
- Describes features of appearance used by others to make a judgment about a person.
- Lists grooming procedures to follow on a daily and weekly basis.
- Classifies different types of occupational and social types by characteristic clothing worn.
- Gives examples of safety and comfort features of clothing designed for various sports activities.
- Compares the costs between status sports clothes and equipment and suitable alternatives.
- Lists the types and number of various articles of clothing needed by a teenager for different occasions.
- Outlines the steps in planning clothing needs.
- Describes the steps used in the process of making a decision to buy or to make an item of clothing.
- Explains the difference between fad and fashion.
- Identifies the factors of quality for various garments.

CLOTHING AND TEXTILES

GRADES 6-8

COMPETENCIES

- Interprets information on clothing labels.
- Computes the costs of essential garments for a year.
- Judges clothing advertisements for types of appeal and accuracy of messages.
- Identifies occupations in the clothing and textile field.
- Lists ways mending and textile decorating skills could provide income.
- Describes use and storage of sewing tools and equipment for safety and saving.
- Records personal measurements for use in purchasing or constructing garments.
- Interprets pattern envelope information for fabric and notion needs.
- Plans and carries out the sequence for producing a textile project or garment.
- Practices a variety of construction skills following directions.
- Evaluates a project according to a given score card or check list.
- Lists the tools and materials needed to care for and store items of apparel.
- Explains the tools and techniques needed to clean and mend clothing articles.
- Compiles a list of procedures to use in the care and repair of clothing.
- Practices various common mending techniques.
- Summarizes guidelines for use and care of clothes.
- Devises techniques for redesigning and updating garments.
- Creates ways to reuse garment items in something functional or decorative.

CLOTHING AND TEXTILES

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Complete a "Rating Scale for Personal Appearance." Summarize by making a statement of suggestions for self-improvement.

* Invite a color consultant or cosmetologist to class to demonstrate the selection of colors best for individual skin color and type. Observe if color changes personality. View demonstration of grooming routines.

* Collect pictures of various types of garments showing the range of styles, lines, and shapes. In groups, select one garment and then give reasons for selection. Others in the group will agree or disagree on the appropriateness of the selection, also giving reasons. Each student write a summary statement on the styles, lines, and shapes, suitable and not suitable for his/her use.

* Draw a paper doll outline of self-perceived shape. Using charts or references of types of lines, shapes, and styles, draw appropriate lines on own "doll." Classmates evaluate style chosen. Drawings of shapes may be life-size on newsprint on the floor with students working in pairs for a physical, hands-on activity or a smaller size drawn at a desk or table for a quieter activity.

* Collect an assortment of textile textures in a paper bag for students to feel. Describe the type of textures that give particular sensations using "feelings" terms.

* Bring clothes to school for dressing up to "make a statement." Record others' reactions and discuss the meaning in relation to "Clothes Make the Person."

* Sponsor a sneaker decorating contest to highlight home economics offerings.

* React to cartoons or magazine or newspaper pictures depicting people wearing different styles or types of clothing. Comment on the work and lifestyle of the people depicted based on their appearance. Discuss stereotyping and first impressions.

* Relate stories about being caught unprepared for seeing someone such as a teacher, clergyman, boy or girl friend, or new neighbor when their appearance embarrassed them. Relate stories of opposite situations when they wanted someone to see them. Develop a list of descriptive terms for feelings when they know their appearance is attractive.

CLOTHING AND TEXTILES

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Observe students passing in the corridor. Record the styles being worn. Tally numbers wearing similar items.

* Using historical references, stage costuming resources and television viewing, identify the features of any current fad or fashion that had an early origin. Identify the origin and compare it to the current adaptation.

* Brainstorm feelings when students attended a function where they were inappropriately dressed. Variation: interview parents about occasions when they were "overdressed" or too casually dressed for an occasion. Summarize with descriptive statements.

* Brainstorm characteristics of clothing for different age groups in the community. Compile features that decided to which group a person belonged. Discuss the role of clothing in belonging and being accepted by all ages of peer groups.

* Collect insignia or logos of status sports clothes from magazines or student sketches. Examine impressions and feelings when the logos are noticed. Decide if the impressions made are upheld in all cases.

* Using catalogs or advertisement sections of the Sunday papers, calculate the costs of sports and leisure clothes and gear for one year. Compare costs between specialty shops, discount houses, department stores, and used sales. Discuss what is given up for the selections made for a single-use item or a prestige article. List other goods that could be purchased with money saved on lower-cost items.

* Interview a physical education teacher or coach to compile a list of safety and comfort features for sports clothing. Design a poster containing the findings.

* Take an inventory of student clothes closet at home. Put a price on those items not worn for more than a year. Decide the reason the clothes are not worn and the amount of money represented by the unused clothes. Compare reasons and money lost among students. Compile a list of common reasons on the board.

* Collect pictures of clothes from magazines and separate them into two groups: fads and fashions. Mount on a bulletin board and discuss the features which caused them to be placed into one group or the other.

CLOTHING AND TEXTILES

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Draw a diagram of the steps taken in the decision to acquire a new item of clothing. Share with classmates. Summarize with a composite schematic for decision-making.

* Read a variety of hangtags and care labels to gain information about fiber content and care. Compile the information found and evaluate function of labels.

* Examine a garment which is an example of quality for cost. List the features of quality fabric and construction.

* Collect a variety of advertisements. Match the appeal represented with terms on cards such as youth, beauty, popularity, or wealth. Student, or team, with the most matches as agreed to by classmates is the winner.

* Using catalogs and newspaper advertisements, calculate an average cost for the basic items of clothing needed in a year. Compute the total amount represented. Compare class answers and derive an average. How many hours of baby-sitting or other work at the current wage-rate is needed to pay for a student's wardrobe?

* View career folders or a guidance computer program for those occupations in the clothing and textiles clusters. Make a list of the qualifications needed for the occupations of interest to the student.

* Find examples of entrepreneurship in the newspapers. Create mock advertisements for a small business based on mending and textile decorating skills . Develop a hypothetical price list for various tasks and ask family members and friends to evaluate the ad and the prices. Make adjustments based on results.

* Devise a storage container for personal sewing tools and materials. Put identifying marks on the tools and personalize the storage space with decoration.

* Create a poster showing use and storage of tools to prevent damage or loss.

* In pairs, compile a record of all measurements needed to purchase or make garments. Transfer to a card and laminate with clear contact paper. Save for future use.

* Complete a study guide based on the information printed on a pattern envelope before purchasing fabric and notions for making a project. Guides can be checked by teacher and parent and taken to the store to make the actual purchase.

CLOTHING AND TEXTILES

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Practice care and use of sewing machines in preparation for construction projects using posters, manuals, and worksheets. Label machine parts on a diagram and demonstrate control of stitching by following printed lines on fabric squares. Award a certificate to operate machine upon successful completion of assignment.

* Play "match game" with student-made cards of pattern symbols and meanings, and construction terms and definitions.

* Practice fabric selection by selecting a variety of fabric swatches to match pictures of textile items. Self-check on a master key when completed.

* Develop an evaluation checklist for a project to be constructed, or complete a teacher-made checklist for a project score.

* Using catalogs and advertisement pages, compile a list of items sold for use in caring for clothes and for storing them both in season and out-of-season. Post the items together with an average cost and compute the total cost. Discuss features to look for when purchasing such items. Compile inexpensive storage ideas for wearing apparel.

* Prepare and test wash, dry, and iron a swatch of fabric according to directions. Record dimensions and appearance before and after. Draw conclusions about care labels. Repeat the same process using unidentified swatches using own judgment. Compare results.

* In teams, play a laundry sorting game with pictures, labels, or actual items. The winner is the team which sorts fastest and most accurately. Summarize by listing steps to take, types of washer loads, and products needed.

* Bring clothes to be mended to class or use "lost and found" clothes, and practice a variety of common patches and mending techniques. Discuss ways to prevent further clothing damage.

* Draw a sketch of a garment not currently being worn by a student or a parent because it is out-of-style or damaged. Create ways that it can be updated, repaired, or made into another use item (such as a toy). Post before and after sketches.

CLOTHING
AND
TEXTILES

GRADES 9-10

CLOTHING AND TEXTILES GRADES 9-10

I. INDIVIDUAL DEVELOPMENT

- A. Physical Needs
  - 1. Fit
  - 2. Function
- B. Creative Expression
  - 1. Art to Wear
  - 2. Original Gifts

II. ROLES AND RESPONSIBILITIES

- A. Social Symbols
  - 1. Uniforms
  - 2. Social Image
- B. Past, Present, and Future Factors
  - 1. Historical Costumes
  - 2. Stage Costuming
  - 3. Future Trends
    - a. Styles
    - b. Functions

CONCEPTS

III. CHOICES

A. Wardrobe Planning
   1. Fibers, Fabrics, and Finishes
   2. Appropriateness
   3. Comfort, Health, Safety and Care

B. Influences on Selection
   1. Peer Group
   2. Advertising
   3. Salespersons

C. Comparison Shopping
   1. Alternatives
   2. Quality and Cost
   3. Labels and Laws

D. Career Exploration
   1. Craft Design
   2. Sales
   3. Entrepreneurship

IV. PROBLEM-SOLVING

A. Fit and Alterations
   1. Figure Problems
   2. Techniques

B. Equipment Use and Care

C. Community Resources
   1. Equipment Repair
   2. Products
   3. Information

D. Getting Satisfaction
   1. Refund Policies
   2. Mail Order

CLOTHING AND TEXTILES

GRADES 9-10

COMPETENCIES

- Analyzes the fit of a garment and determines adjustments to be made.
- Determines the various personal activities requiring considerations for comfort and safety in garments worn.
- Itemizes ways creative expressions can be combined with clothing and textile items.
- Demonstrates the application of craft design on a textile product.
- Compiles a list of original gifts to make using personal textile decoration skills.
- Compares cost of handmade and commercially made textile craft gifts.
- Describes the roles clothing plays in current society.
- Matches uniforms and standard dress to occupations and societal situations.
- Identifies ways clothing expresses personality and lifestyle.
- Outlines features of styles throughout historical periods.
- Explains the function of costuming in special events and entertainment.
- Projects future trends in clothing styles and functions.
- Evaluates personal wardrobe for adequacy.
- Relates wardrobe needs to clothing allowance within a personal budget.
- Determines appropriateness of personal wardrobe items for a variety of occasions.
- Analyzes fibers, fabrics, and finishes in relation to their intended use.
- Identifies features of comfort, health, safety, and ease of care found in clothing items for various occasions.
- Lists principles of wardrobe selection and care.

CLOTHING AND TEXTILES

GRADES 9-10

COMPETENCIES

- Describes the methods of influence practiced within own peer group.
- Distinguishes between various advertisement claims and appeals made for clothing and textile items.
- Gives examples of information supplied by salespeople for the purpose of influencing customer to make a purchase.
- Explains the advantage of comparison shopping for clothes.
- Compares the features of various types of stores selling clothing.
- Identifies features of quality fabric and construction in ready-to-wear clothing.
- Explains the information required on textile labels by law.
- Gives examples of various occupational possibilities in textile-related fields of craft design and sales.
- Identifies entrepreneurial opportunities available for people with clothing and textile knowledge and skill.
- Identifies career opportunities associated with the apparel industry.
- Itemizes ways to compensate for figure problems.
- Practices techniques of adjusting a pattern for correct fit.
- Lists common fitting problems and remedies.
- Practices garment construction and decoration skills.
- Identifies trends in the technology of clothing construction equipment and textile manufacture for home and furnishings.
- Summarizes guidelines for the safe use and protective care of clothing construction tools and machines.
- Compiles lists of community resources associated with clothing and textile information, products, and services.
- Outlines policies and procedures to follow in obtaining satisfaction for defective textile items and in getting appropriate refund.

CLOTHING AND TEXTILES

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Draw sketches of people in various poses showing action, sitting, lying down, and squatting or find pictures to represent various positions of the human body. Study the pictures and mark the points of stress for clothing and discomfort for people. Devise ways to reduce the problem and either draw in the improvements or make a mock-up in muslin for a half-size model.

* Divide the class into groups and assign each an imaginary journey into different climates such as the tropics, the arctic, outer space, or on the ocean. Itemize clothing and gear needed to keep the human body functioning and comfortable. Research new inventions in textiles and clothing features which insure safety and comfort.

* Visit a craft or textile design business or use craft references to develop a list of ways garments or fabrics may be decorated. Compile a notebook of ideas for future use.

* Plan a project for the application of a decorative design. Assemble materials, tools, and directions; plan a timeline for steps to completion. Devise an evaluation checklist and total the cost of materials.

* Conduct a Gift Bazaar of handmade gift items created by clothing and textile classes.

* Collect pictures of celebrities. Discuss the aspects of clothing which are used to express ideas or values.

* Draw an outline of a T-shirt or a sack-shaped garment. Plan a decoration or style expressing individual taste. Display the various results and write a summary statement about what self-expression means in the choice of clothing.

* Compile a class list of uniforms or clothing which identifies a person's livelihood. Discuss how uniforms might influence a choice of occupations.

* Collect pictures from magazines of garments and accessories which portray the image of luxury. Attach a cost figure to each and compute the cost of social image for a hypothetical person. Discuss satisfaction with and trade-offs for social image.

* Visit an historical costume display. Discuss observations.

CLOTHING AND TEXTILES

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Research historical beginnings of different items of apparel. Post pictures and sketches together with dates on a time-line. Discuss possible reasons for a particular style. Write a summary statement about observations made.

* View a school play in rehearsal without costumes or perform a short skit to play in the classroom without costumes. View, or do, the same performance with costumes. Discuss the effects of costuming on plays or on real-life roles.

* Interview a person who plans and/or provides costumes for a local theater group or read articles about a costumer for national theater or spectacles. Compile a list of skills that are required for that occupation and discuss the advantages and disadvantages of such work.

* Design a school outfit for the year 2001 showing style, fabric, cost, and any unique characteristics. Display results and summarize pros and cons of each design.

* Participate in a "Creativity" or "Culture Day" at school, demonstrating the role of clothing and textile arts in society of different cultures.

* Using a class-devised chart showing clothing needed for various functions and seasons, inventory personal wardrobe and determine items to be added or discarded. Itemize the mending or alterations needed to have all garments wearable. Submit the completed checklist and repair plans with a progress report weekly through completion. Conduct a "swap-shop" for items to be discarded.

* Based on an inventory of student wardrobes showing items that will be needed in the future, list needed garments in order of priority with estimated costs. Begin records of comparison shopping results and share with class.

* Play a "match game" with cards having fabric names, weaves, and finishes to be matched with swatches of fabrics and pictures of end-use. The winner will be the student with the most correct matches. (This can be an on-going game through a semester to gain increased proficiency.)

* Practice weaving "maxi" style using two chairs and colored clothesline.

CLOTHING AND TEXTILES

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Plan a wardrobe for a trip requiring clothes for several different occasions including sight-seeing, dinner, theater, and sports. Limit the bag size. Discuss and evaluate.

* Collect articles or pictures which contain a factor related to clothing and safety or health. Report on the reason for your selection. Summarize by listing the safety and health factors of clothing such as restrictions in fit, allergies, loose clothing catching onto moving parts, and high heels. Add any others related to your selected articles/pictures.

* Write down the last five items of clothing purchased. List beside each item the influence for the purchase. Compare and compile influences indicated by class members.

* Research the definition of impulse in a dictionary. Give examples of impulsive behavior when shopping for clothes. Discuss ways to reduce impulse buying and reasons for trying to avoid impulse purchases.

* Create an original hangtag for a finished garment made in class.

* Given a set of cards with the steps and alternatives in the process of comparison shopping for new clothes, arrange the cards in order and make selections of clothing from the choices given. Discuss in groups the reasons for the order of steps and the decisions made. Summarize by identifying the influences which would tend to prevent following the logical order including peer pressure, salesperson's encouragement, and advertising appeal.

* After school or on week-ends, shadow a person working in clothing sales, at a dry cleaners, or in textiles crafts. Record and report to class the skills needed, hours worked, wage range, education and training needed, and personal satisfcation from the job. Prepare a FACTSHEET for another student or display the findings for several occupations for the student body.

* Set up a workshop before and after school to simulate a small business for alterations, repairs, decoration of clothing, and small projects such as school emblem, stadium cushions or tote bags.

CLOTHING AND TEXTILES

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Practice fitting and alterations on a half-scale model. Draw sketches of problem areas and show the steps needed to correct the problems.

* Collect pictures of accessories and other ideas to use as wardrobe extenders. Post on the bulletin board.

* Draft a series of flat pattern changes to use for altering patterns. Compile in notebook for a reference.

* Conduct a sewing seminar for teachers or students to learn to make wardrobe repairs, alterations, or to make accessories.

* As an entrepreneurial activity, make mini-ironing boards for touch-ups or refurbish old sleeve boards to sell or donate. Incorporate safety features, functional factors, and creativity in the promotional materials.

* Rotate room-care tasks throughout the course as cooperative activities related to occupational requirements.

* Develop learning stations throughout the classroom for self-instruction of mending and construction skills. Include pre-experience worksheets, a variety of practice activities, and a check list for recording completion. Maintain a wall chart with student names and skills accomplished. Students who set up the stations can be evaluated by students using them as to completeness and effectiveness.

* Sponsor a career panel of clothing and textile professionals.

* Compute the value of discarded clothing items by visiting a charity clothing shop in the community.

* Survey the community for numbers of people engaged in types of clothing-related products, sales, or services. Post findings for class discussion.

* Post the telephone numbers for agencies that take complaints about clothing purchases. Display the steps needed to resolve a problem of an unsatisfactory purchase.

* Collect, by writing or visiting stores, examples of refund policies for clothing. List the various policies and summarize the importance of knowing a particular store's policy before making a purchase.

CLOTHING AND TEXTILES

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Interview a postal employee about regulations regarding common complaints with companies who sell clothes by mail. Record the advantages and disadvantages of shopping by mail. Survey parents and/or friends who have experienced difficulty with shopping by mail and categorize the problems according to buyer problem, seller problem, or delivery problem.

* Write to the Federal Trade Commission for booklets about labeling laws, deceptive advertising, and textile regulations. Summarize booklets and post findings.

* Write a letter to a hypothetical company requesting a refund. Provide an account of the dissatisfaction giving specific details. Evaluate the letters using a checklist for an effective complaint letter.

CLOTHING AND TEXTILES

GRADES 11-12

CLOTHING AND TEXTILES GRADES 11-12

I. INDIVIDUAL DEVELOPMENT

A. Clothing and Lifestyle
   1. Work Attire
   2. Special Occasions
   3. Leisure

B. Physical Well-Being
   1. Comfort
   2. Fit
   3. Environmental Concerns

II. ROLE AND RESPONSIBILITIES

A. Life Cycle Changes
   1. Childrens' Clothing
   2. Clothing for Handicapped
   3. Special Needs Features
   4. Career Women

B. Economic Aspects
   1. Employment
   2. Production
   3. Business Practices

C. Cultural Features
   1. Religion
   2. Nationality
   3. Geographic

CONCEPTS

III. CHOICES

A. Dress for Success
   1. Appropriateness
   2. Planning

B. Buymanship
   1. Types of Stores
   2. Budget
   3. Alternatives and Comparisons
   4. Satisfaction-Redress

C. Career Preparation
   1. Fashion Merchandising
   2. Fashion Design
   3. Entrepreneurship

IV. PROBLEM-SOLVING

A. Construction
   1. Techniques
   2. Equipment
   3. Pattern Adjustments

B. Wardrobe Maintenance
   1. Repair-Discard
   2. Accessories

C. Community Services
   1. Fabrics-Notions
   2. Equipment

CLOTHING AND TEXTILES

GRADES 11-12

COMPETENCIES

- Describes the interrelatedness of clothing selection and one's lifestyle.
- Illustrates any special features of clothing required for various occupations.
- Identifies the social aspects of clothing.
- Selects appropriate clothing for different occasions.
- Conducts tests of flammability following safety precautions and summarizes results.
- Evaluates textiles and garments for comfort and fit.
- Analyzes the use and disposal of hazardous substances used in the manufacture of textiles.
- Identifies alternate fabrics for fabrics which cause allergic reactions and/or discomfort.
- Lists features to consider when selecting clothing for children.
- Identifies criteria for adapting clothing for handicapped people.
- Analyzes features of garments which contribute to ease of care and use.
- Distinguishes clothing needs for different lifecycle stages for men and women.
- Describes differences in wardrobe planning and selections for women who work at home and for career women.
- Explains the economic role the textiles and garment industry plays in employment in the United States.
- Outlines the social and economic effects of production and business in the apparel industries.
- Identifies the variety of uses for fibers and fabrics in industry.
- Analyzes own personal wardrobe for appropriateness and suitability.

CLOTHING AND TEXTILES

GRADES 11-12

COMPETENCIES

- Identifies line, color, and design factors that apply to personal clothing selection.
- Compare benefits and costs of different types of stores selling garments.
- Outlines the decision-making process in the selection of clothing items.
- Explains the relationships between procedures followed and resources available for gaining satisfaction and redress for defective textile products.
- Practices the techniques of entrepreneurship in a class construction project.
- Compute the cost of various types of equipment and tools needed in a home-sewing business.
- Identifies careers in fashion, sales, and designing.
- Develops a set of materials to be used for pattern adjustments.
- Gives examples of price ranges charged for custom sewing.
- Constructs textile or garment projects using advanced sewing skills.
- Develops a list of criteria to be used in evaluating wardrobe for decisions on keeping, repairing, or discarding clothing.
- Describes the use of accessories for enhancing and expanding wardrobe items.
- Appraises the textile and garment services available in the community.
- Identifies sources for clothing construction related business in the community.

CLOTHING AND TEXTILES

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* View pictures from magazines and compose a caption representing person's lifestyle. Discuss in groups and compare impressions. Write a summary paragraph about clothing and lifestyle relationships.

* Interview people in different occupations having identifiable clothing requirements such as construction workers, nurses, military, or painters. Report on features found and the reasons for the development of a specific feature. Determine if the uniform or distinctive apparel influenced the decision for working in a particular occupation.

* Plan a man's or a woman's wardrobe, using pictures or sketches which will be suitable for the largest number of occasions with the fewest items. Compare and discuss plans. State approximate cost for each outfit using catalogs and advertisements.

* Compare wardrobes for women who work at home with those who work outside the home. Summarize the differences and relative costs. Make a similar comparison for a working person's wardrobe with a retired person's, male or female.

* Research a period of time, 40's, 50's, or 60's, and compile a list of identifiable features of dress for each. Display pictures, sketches, or actual clothing articles from the periods.

* Arrange own clothes closets at home. Sort articles as to suitability for different occasions. Prepare a chart with headings for different occasions and the number of articles found for each occasion. Summarize needs and over-supply.

* Sort out clothes from own closet which are not worn because of poor fit or discomfort. Make a list of ways to correct the conditions and the materials needed to perform the adjustments.

* Read articles or agency booklets about fabric finishes and the processes used in their manufacture which produce safety and/or health hazards in the environment. Discuss ways to reduce the hazards.

* Using catalogs, develop a cost list for basic articles for children from one year until school-age. Compare costs and lists; draw conclusions.

CLOTHING AND TEXTILES

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Brainstorm the reasons people use to decide to make or buy clothing items. Post lists.

* Select cards describing a person with a handicap or a special need for specific clothing features. Design or research features of clothing that could be adapted to the handicap or special need. Report results to the class and present lists or sketches of special features commonly found.

* Design and construct a garment for a handicapped person either on a half-scale or full-size to be donated. Label the model garments with the features incorporated and display.

* Conduct small group research on availability of handicapped clothing. Discuss findings.

* Read articles about the evolvement of the "Working Woman." Discuss the reasons why women might wear tailored suits to work.

* Interview professional career women and executive men to determine how they plan and manage their wardrobes. Compile findings. Select tips that can be used by anyone to manage a wardrobe.

* Complete observation sheets about the dress of employers where students have a part-time job. Make generalization statements about appropriate dress for work.

* Invite a person who designs clothing for manufacturers or plans fashion displays. List the qualifications and special preparation needed for each job.

* Tour a clothing or accessory factory. List the types of skills required for different jobs. Invite a guidance person to present job skills if a tour is not possible.

* Survey the community for occupations connected with design, production, sales, and service of apparel. Compile an occupational information poster. Discuss the results on the clothing industry if people reduced the amount of clothes purchased.

CLOTHING AND TEXTILES

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Using reference books, research the changes in the economic situation of New England when the textile and shoe industries left. Interview former workers, if possible, or read articles of the types of retraining needed. Summarize by writing a case study of a man or woman displaced by the industry closing. Share stories. Draw conclusions about the economic wisdom of preparing for one specific job.

* Read an economic page in a newspaper to gain a definition of the Producer Price Index (PPI). Discuss the influences of consumer behavior related to buying clothes on the PPI indicator and further consequences to the market.

* Discuss why summer clothes are sold in shops during the winter months. Research the occupations in the leisure and sports clothing fields in the local shopping area. Post findings.

* Read through direct mail order catalogs which sell clothing and accessories. Compare prices including shipping costs with similar items purchased in person. Brainstorm the benefits lost or gained through shopping by mail.

* Read reference materials and governmental agency booklets about the laws and legislative actions related to the textile and garment industries. Discuss who pays for the costs of regulations and the alternatives to regulations.

* Collect examples of garment business publications giving information on trends. Prepare group reports on where trends start and techniques that can be used to personally resist short-lived fads. Discuss techniques for differentiating between fads that will be short-lived and fashions that will be likely to last.

* Evaluate the clothing ads in local newspapers according to a checklist of informational versus motivational appeals.

* Take an inventory of personal wardrobe items. Record the types of articles which were not there five years before and will not be there five years into the future. Select those items which will move with you out of your parents' home and those which will stay. Discuss the transitory nature of clothing and summarize ways to save more of the clothing dollar.

* Analyze garments in your closet by style, shape, and line. Decide which of the items are appropriate for your body size and shape.

CLOTHING AND TEXTILES

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Classify the types of stores in your shopping area as to specialty, department, or discount. Brainstorm the advantages and disadvantages of each. Summarize by listing features that are important to clothes buyers in selecting the place to shop.

* Brainstorm in groups the things liked and disliked about shopping in different types of stores. Develop a list of consumer preferences for business practices. Draw conclusions about what makes a good clothing sales business.

* Compute the percent of income spent on clothing per person for a family. Use references or interviews to arrive at averages. Discuss what other items of purchase might be reduced or given up when clothes buying goes over the budgeted amount.

* Write a letter to a company about a problem with a clothing purchase. Share a letter with classmates; evaluate the letter using a teacher-made checklist or a booklet from the Federal Trade Commission. In pairs, discuss ways to improve the letter. Draw conclusions about what makes an effective complaint letter.

* Sponsor a clothing and textile career panel.

* Investigate own home for ways textile designs are utilized. Share lists and identify personal qualities needed for a textile design career.

* Use guidance references or computer printout to establish requirements for fashion merchandising, and interior designer. What qualities do they have in common? Interview a person in the fashion design or textile design field to determine benefits and limitations to the occupations.

* Form peer teams to teach construction skills or textile crafts as an entrepreneurial project.

* Design and produce costumes for a school play. Prepare a report on the principles for designing and constructing stage costumes.

* Prepare items such as slopers for pattern adjustments to be used in home sewing.

* Plan or construct inexpensive accessories to add to wardrobe items.

CLOTHING AND TEXTILES

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Practice advanced construction skills on a tailored or formal garment. Prepare a display or bulletin board showing the layers, or steps, of the construction. Complete a self-scoring checklist and a report sheet.

* Compute the costs of equipment for a dry-cleaning establishment or a tailoring business.

* Reduce paper pattern pieces two sizes smaller or enlarge two sizes. Change a pleat or dart using a flat pattern design method. Summarize by outlining the steps in the process.

* Survey a dry-cleaner's customers, "man-on-the-street" approach for estimates on approximate amount spent on cleaning bills a year. Survey family and neighbors. Report an average to the class and compute a class average. Discuss ways to reduce cleaning costs and value of a dry-cleaning business.

* Play a stain-match team game with stains coded on fabric swatches and stain removal substances with chart on using. Summarize by writing the sequence to follow when selecting substances to use without damaging fabrics. Share experiences about the most difficult stains to identify and remove.

* Compare costs and availability of fabrics, equipment, and craft supplies in the community. Post notices of sales. Compile a resource box and keep updated throughout a year or a course.

CONSUMER EDUCATION

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CONSUMER EDUCATION

CONCEPTS	GRADES 6-8
I INDIVIDUAL DEVELOPMENT	A. Personal Finances B. Values Clarification C. Career Awareness
II ROLES AND RESPONSIBILITIES	A. Responsibilities to Business B. Rights to Satisfaction and Protection C. Responsibility to Conserve National Resources
III CHOICES	A. Needs and Wants B. Decision-Making Process C. Comparison Shopping
IV PROBLEM-SOLVING	A. Resisting Influences B. Income Earning C. Protection Agencies

OVERVIEW

GRADES 9-10	GRADES 11-12
A. Resources for Personal Growth	A. Goal Setting
B. Family Documents	B. Further Education and Training
C. Career Planning	C. Employment Search
D. Entrepreneurship	
A. Life Cycles	A. As a Consumer
B. Market Economy Interdependence	B. As a Citizen
	C. As a Worker
A. Balancing Income-Expenditures	A. Financial Health
B. Buymanship	B. Purchase Power
C. Economics of Lifestyle	C. Leisure Time
	D. Decision-Making Model
A. Deceptive Practices	A. Frauds and Schemes
B. Consumer Complaints	B. Redress Mechanisms
	C. Debtedness
	D. Costs of Health Care
	E. Community Consumer Agencies

CONSUMER EDUCATION GRADES 6-8

I. INDIVIDUAL DEVELOPMENT

A. Personal Finances
   1. Types of Resources
   2. Spending Plan
   3. Savings/Banking

B. Values Clarification
   1. Sources of Values
   2. Goals
   3. Individual Differences

C. Career Awareness
   1. Consumer-Related Occupations
   2. Entrepreneurial Opportunities

II. ROLES AND RESPONSIBILITIES

A. Responsibilities to Business
   1. Costs of Shoplifting
   2. Return Policies
   3. Appropriate Behavior

B. Rights to Satisfaction and Protection
   1. Consumer Laws
   2. Customer Service

C. Responsibility to Conserve National Resources
   1. Energy
   2. Environment

CONCEPTS

III. CHOICES

A. Needs and Wants
   1. Difference
   2. Prioritizing

B. Decision-Making Process
   1. Alternatives
   2. Information Sources
   3. Acting on Decision
   4. Evaluating Results

C. Comparison Shopping
   1. Labels
   2. Types of Stores
   3. Quality for Cost

IV. PROBLEM-SOLVING

A. Resisting Influences
   1. Media
   2. Impulse
   3. Peers
   4. Promotions

B. Income Earning
   1. Current Needs
   2. Future Needs

C. Protection Agencies
   1. Local
   2. State
   3. Federal

CONSUMER EDUCATION

GRADES 6-8

COMPETENCIES

- Defines roles and responsibilities of consumer.
- Itemizes available personal resources.
- Develops a plan for weekly expenditures.
- Explains benefits for saving part of income.
- Describes features of various types of savings plans.
- Lists the procedures and policies in the use of banking services.
- Identifies the sources of individual values.
- Distinguishes between short and long-term goals.
- Describes the effects of personal values on consumer behavior.
- Identifies career opportunities in consumer-related fields.
- Locates income possibilities as an entrepreneur.
- Describes the influence of values on career plans.
- Explains the consequences of shoplifting to consumers and businesses.
- Identifies different store policies for returning purchased items.
- Describes appropriate shopping behavior.
- Lists major laws and procedures which protect consumers.
- Distinguishes between effective and ineffective customer service provided by store personnel.
- Relates the consequences of not conserving energy.
- Identifies methods of protecting the environment.
- Compares the difference between needs and wants.
- Arranges needs and wants in order of personal priority.

CONSUMER EDUCATION

GRADES 6-8

COMPETENCIES

- Outlines the sequence of steps in making a consumer decision.
- Compares various sources of consumer purchase information for personal preference and suitability.
- Practices the decision-making process.
- Evaluates the results of a consumer decision.
- Outlines the procedure followed for comparison shopping.
- Lists information required by law on labels.
- Identifies the features of different types of stores providing products and services.
- Describes features of consumer goods which denote quality of workmanship.
- Compares price ranges for articles of similar quality.
- Identifies impact of television programs and commercials on consumer needs and wants.
- Defines impulse buying.
- Identifies evidences of peer influence.
- Lists ways companies promote consumer products.
- Describes methods of resisting influences on consumer decisions.
- Lists sources of teenagers' income.
- Calculates an income amount necessary to meet weekly expenses.
- Estimates an amount of income required to meet goals for a year in the future.
- Identifies ways to generate income by using personal skills in meeting a community need.
- Locates sources of free consumer information and help provided by the community or state.
- Lists functions of federal consumer agencies.

CONSUMER EDUCATION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Construct a collage with pictures of various consumers. Each student support why the pictures chosen represent consumers. Write a summary paragraph, "Who is a Consumer?"

* Make a bulletin board representing ways class members use resources of skills, knowledge, materials, time, agencies, to achieve a goal without the use of money.

* Bring in odds and ends of leftover materials from home. Brainstorm ideas for possible uses and create a functional or decorative item. Conclude by making a display of finished projects showing, "Something from Nothing."

* Make lists of things which need to be accomplished in the next three days. Estimate the time needed for each item on the list. Develop a time schedule and evaluate it at the end of the three-day period. Note problems and plan adjustments for another time.

* Plan family weekend activities on a time schedule. Compare results with same activities and no planning.

* Survey ways community resources are used. Develop a personal list of ways to increase use of community resources.

* Prepare and deliver talks to elementary school students explaining ways to prevent abuse of community resources.

* Pantomime, with exaggeration, time-consuming habits in which teen-agers engage. Discuss time as a resource.

* Keep a "Consumer Journal," recording all expenditures made daily. At the end of a week, work in groups to determine how the bulk of money was spent. Discuss similarities and differences. Rank-order the list of class expenditures on the board.

* Complete a standard budget worksheet for planning income and expenditures. Calculate any balance or deficit. In groups, discuss ways to achieve balances.

* Develop a "savings account" based on an average of the balances of class budget records. Discuss and list birthday gifts for someone the students know which could be purchased from the amount in the account.

* Record spending habits (time of day, length of time, with whom, where) for a week. Exchange records and make comparisons. Evaluate acceptable and poor consumer habits.

CONSUMER EDUCATION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Using calculators or charts, compute the future value of money accumulated for different time periods at different rates of interest. Establish future goals based on saving 10-20% of hypothetical income.

* Invite a banker to class to explain the procedures for opening savings accounts and responsibilities of the bank and depositors. Maintain simulated accounts for a period of time.

* Read stories about family life in the United States and about families in other cultures. Determine the goals and values of the families; discuss similarities and differences. Compile a scrapbook of pictures portraying sources of personal and family values.

* View family television shows and determine the values which form the basis of goals and decision-making. Make a composite list of values depicted in the shows. Compare to values and goals of real-life families.

* Complete a word-association exercise using "values" terms. Develop a glossary of "values" terms and definitions.

* Form a list of "Twenty Things I Like to Do." Attach an estimated cost to each activity and compute the cost for a month, summing the total. Examine activities for those with social or physical risk and for alternatives to more costly activities.

* Develop three lists of goals under the headings: NEXT WEEK... NEXT YEAR...FIVE YEARS. Attach an estimated dollar cost of reaching each of the goals on the lists. Prioritize the lists in order of importance. Discuss: benefits of planning ahead; which of the lists was more difficult to write or to change; steps and thoughts made to arrive at final decisions; differences and similarities between short and long-term goals.

* Conduct a class essay contest on "How My Values Affect My Consumer Behavior." Winning essays, as evaluated by class members on a predetermined checklist, will be displayed, sent to a newspaper, or submitted to a Consumer Week program in the community through a local business organization (following winning students' preferences). Create posters to portray the major points of the essays.

CONSUMER EDUCATION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Use library and guidance resources to compile occupations requiring consumer skills. Prepare an informational display showing levels of education and training needed for categories of consumer-related work.

* Work in groups to classify consumer-related occupations according to suitability for value preferences; location; income; responsibility; social setting; work schedules; work goals-products; advancement; and security. Prepare a chart showing possible matches of consumer-related work and values. Discuss the relationship of values to career planning.

* Determine the dollar value of homemaking tasks per hour.

* Form a student Entrepreneurs Club to act as a clearing house, with assistance from guidance personnel, for match-community requests for odd-jobs with talents, skills, and interests of teen-agers. Disseminate or post job ads.

* Tour local fast food business. Record different job tasks and titles needed.

* Make a collage of things traded, bought, or sold by consumers and business. List consumer related occupations connected with the items represented.

* View a media presentation on shoplifting. Complete a film study guide and summarize effects on business and consumers using a "web" or "ripple" diagram to record ideas.

* Perform acceptable and unacceptable shopping behaviors from student written scripts. Students record behaviors of both types while they are viewing each others' performances. Compare observations and draw conclusions about social and economic costs.

* Conduct survey of stores in the community to learn return policies of each. Compile lists of policies found and make comparisons for similarities and differences.

* Prepare summary reports of consumer protection regulations for presentation orally or visually to the class. Students may contact local, state, and federal consumer information agencies for pamphlets. (A long-term project which can be a cooperative assignment with English or social studies.)

CONSUMER EDUCATION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Interview family, friends, teachers, and salespeople to determine situations of satisfied and dissatisfied customers in the purchase of a good or service. Share the findings in the form of a problem-possible solution report. Students evaluate the suggested solutions and make recommendations for alternative solutions. Draw conclusions about customer and salesperson's responsibilities to prevent problems and establish good business relationships.

* Roleplay situations requiring adjustment after the purchase of a faulty product or inadequate service. Discuss effective methods of resolving complaints in person.

* Write letters of complaint to a hypothetical company about a faulty good or ineffective service. Exchange letters and evaluate according to a checklist for writting letters of complaint. Working in pairs, make corrections where needed.

* Create puppets and a script to present guidelines for being effective consumers, summarizing the concepts and activities of a consumer unit. Perform for elementary school classes.

* Devise a checklist for a quick and easy scan of a house for energy waste. Evaluate own homes for energy use. Discuss ways for making corrections and adjustments to save energy.

* List favorite things at home which use electricity. Circle three which could be eliminated if electricity were rationed. Underline another three items which are most important. Discuss what the items selected to be eliminated or selected as most important have in common and how they differ.

* As the basis for an oral or written report, do research about the effects of pollution on the environment in the community. Interview, or invite to the class, a member of the scientific or medical field as a resource for information. Develop a list of ways individuals and families can reduce negative effects on environment.

* Fill baby food jars one-half full with samples of various soaps and detergents and equal amounts of water. Shake and note the differences in the suds levels. Water two plants, one with tap water and the other with the suds water. Discuss the effects. Draw conclusions about responsibility as a citizen to reduce ecological problems.

CONSUMER EDUCATION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Paint juice cans with different colors, including black and white. Fill with equal amounts of water. Place a thermometer in each and record temperatures each day for at least a week. Discuss differences and how the observations relate to the way people dress, the color of houses, and the long-term effects on energy use.

* Create a collage illustrating students' needs and wants. Separate needs from wants and list in order of importance for each student. Discuss differences and differentiate between needs, conveniences, and luxuries.

* Give each student $10 in play money. Individually, each student decides what he/she will do with the money. Discuss the choices made according to wants and needs.

* Read case studies of typical consumer decisions faced by teenagers. Develop guidelines for the story characters by following the steps in a decision-making sequence: identify problem, generate alternatives, lcoate resources, show probable consequences of decision made, and evaluate the decisions made by other students in groups.

* Collect sales sections of newspapers for different seasons of the year. Analyze the newspapers to determine which month of the year is the most opportune time to buy different items of clothing, household items, and food. Develop a "Buyers Bulletin" based on results.

* Collect an assortment of food and clothing labels and warranties for household products. Develop checklists of information found and make comparisons to what is required by law. Discuss reasons for additional information included.

* Sort warranties into groups by type: implied, limited, or full. Discuss how consumers benefit from warranties and who must do what to receive those benefits.

* Divide a bulletin board into sections by store type: discount, chain-store department, local owner department, and specialty shop. Post ads from newspapers and/or pictures from magazines representing the different types of stores. Brainstorm ways the stores differ in services given and prices charged. Identify stores in the community by type.

CONSUMER EDUCATION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Evaluate purchased garments for quality workmanship using a standard worksheet used in clothing construction. Make comparisons between imported and domestic articles of similar types. Discuss reasons for the wide range of prices between different items.

* View television programs and commercials. Record the personal items possessed that are seen on television. Compare and compile lists. Summarize by explaining the impact of mass media on buying choices.

* Bring various printed ads to class. Circle the informative ads and the persuasive ads with different colors. Share and discuss persuasive appeals that are used.

* Develop a new product (cereal, toy, car, gadget) including the packaging, labeling, and advertising to "sell" the product to the rest of the class. Summarize by listing methods that were effective or ineffective; legal or illegal.

* Look through past year books of the school. Compile a list of features that illustrate the fads and styles of the time. Make conclusions about the influence of peers on decisions.

* Write to magazines and newspapers for advertising rates. Calculate the cost of actual advertisements included in the magazines and newspapers. Research methods for meeting costs of advertisements.

* Survey parents and friends about items purchased on impulse and their feelings about the purchases. Categorize the items by type of consumer good and report on the feelings expressed. Write a summary statement about impulse buying.

* Estimate the cost of feeding, clothing, and housing a typical teenage student for one month. Using published data, calculate actual costs for the same student. Compare calculations with estimates made and recorded for each student. The closest estimate wins an appropriate award. This may be a cooperative activity with math or business education classes.

* Brainstorm ways money is acquired by teenagers. Develop an individualized method of recording amounts received. Share methods and compile a composite form for record-keeping of income and expenditures based on teenage consumer habits.

CONSUMER EDUCATION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Develop a scrapbook of speakers to invite to class as a community resource. Prepare descriptions of the content of their talk or services offered.

* Keep a journal of free services observed in the community over a period of time. Compile the lists on a bulletin board.

* Prepare a panel debate: "The Importance of Consumer Agencies Supported by Taxes," versus "Waste and Ineffectiveness of Consumer Agencies Supported by Taxes." Observers keep score of opinions expressed to determine winning team.

CONSUMER EDUCATION

GRADES 9-10

CONSUMER EDUCATION GRADES 9-10

I. INDIVIDUAL DEVELOPMENT

- A. Resources for Personal Growth
  - 1. Human
  - 2. Material
- B. Family Documents
  - 1. Record-Keeping
  - 2. Security
- C. Career Planning
  - 1. Education
    - a. Opportunity
    - b. Cost
    - c. Investment in Human Capital
  - 2. Entrepreneurship

II. ROLES AND RESPONSIBILITIES

- A. Life Cycles
  - 1. Goal Changes
  - 2. Planning for Future
  - 3. Allocation of Resources
- B. Market Economy Interdependence
  - 1. Consumers-Procedures
  - 2. Employers-Employees
  - 3. Citizens-Government

CONCEPTS

III. CHOICES

- A. Balancing Income-Expenditures
  - 1. Procedures
  - 2. Adjustments
- B. Buymanship
  - 1. Quality and Prices
  - 2. Alternatives
  - 3. Labels and Warranties
- C. Economics of Lifestyle
  - 1. Status
  - 2. Voluntary Simplicity

IV. PROBLEM-SOLVING

- A. Deceptive Practices
  - 1. Common Frauds and Schemes
  - 2. Advertising
- B. Consumer Complaints
  - 1. Procedures
  - 2. Assistance
    - a. Customer Service
    - b. Newspapers
    - c. Self-Regulated Business Organizations
    - d. State and Federal Protection Agencies

CONSUMER EDUCATION

GRADES 9-10

COMPETENCIES

- Distinguishes between available human and material resources.
- Explains function of documents used to establish family identity and rights.
- Describes methods of maintaining important personal papers in an organized and secure manner.
- Explains costs and benefits of further education and training for employment.
- Defines "opportunity cost" and "human capital."
- Analyzes the advantages and disadvantages of owning a small business.
- Evaluates personal qualities possessed suitable for various consumer occupations.
- Outlines major goals in the stages of a family life cycle.
- Compares results of planning and not planning on future social and economic situations.
- Identifies the changes in available resource availability and allocation throughout a family's life cycle.
- Compares the process of forming a personal budget with that of a family budget.
- Makes adjustments to a budget based on information about a person or a family.
- Follows a budget-planning sequence to establish a balance between personal income and expenditures.
- Defines the terms used to describe factors of a free enterprise system of economy.
- Explains the interrelationship of consumers' and producers' behaviors in a market economy.
- Outlines the rights and responsibilities of employers and employees.
- Lists legal and civil rights given to citizens by a democratic government.

CONSUMER EDUCATION

GRADES 9-10

COMPETENCIES

- Identifies the factors to consider before making a consumer purchase.
- Analyzes product quality in relation to price.
- Describes alternate ways of acquiring a consumer good.
- Lists the provisions of the Magnuson-Moss Warranty Act.
- Explains the meaning of label descriptions and directions.
- Gives examples of the ways consumer decisions are influenced by lifestyles.
- Identifies the pros and cons of a lifestyle of voluntary simplicity.
- Identifies common deceptions practiced by dishonest businesses.
- Gives examples of motivational and information advertisement appeals.
- Describes the effects on the economy if advertisements were banned.
- Develops individual plans for resisting influences to make unplanned purchases.
- Outlines the steps to follow in reporting and correcting an illegal consumer practice.
- Locates personnel and agencies in the community providing free information and assistance with consumer problems.
- Identifies characteristics of effective customer service.
- Describes the role of newspaper columnists in the efforts to gain consumer satisfaction.
- Explains the purpose and function of businesses which self-regulate consumer issues.
- Describes mechanisms for redress of consumer problems by self-monitoring companies.
- Outlines the steps for obtaining satisfactory resolution of a consumer complaint.

CONSUMER EDUCATION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Imagining they are space aliens visiting Earth for the first time, all register in a "captain's log" the resources that are available to support life activities. Separate the resources into two categories: human and material. Decide ways to use new resources discovered.

* Make copies or facsimiles of documents, certificates, and licenses that provide evidence of family membership and entitlement. Using guidelines from texts, lawyer's offices, and banks, conduct a contest for students to devise a plan for organizing and safely storing the papers. Ask a bank representative or other knowledgable person from the school or community to judge the appropriateness and effectiveness of the plans.

* Brainstorm the consequences of being a "man without papers" in today's world. Summarize reasons one has to prove who one is.

* Spend one full day without spending any money or credit but using bartering for goods and services needed. Report results to class. Compile lists of resources used in place of money. Discuss feelings when trying to barter for some special object.

* Develop a storage method or filing system for important papers using materials found in the home. Devise ways to keep sales slips, labels, use and care booklets, warranties and other important items concerned with consumer goods and services. Evaluate the plans and select those which are the most convenient and effective.

* Record the use of time for a specified duration. Depict on a pie graph the way time was spent. Compare and discuss similarities and differences in the use of time among students.

* Using guidance references, calculate the cost of attending college or training of the student's choice. Estimate income loss while student is receiving education or training. Using the newspaper classified section, project an estimated increase as a result of education. Brainstorm benefits made to the county's economy by investments in human capital.

* Conduct a "scavenger hunt" of ways to earn money in a small business or service-providing enterprise. Interview or write to owners to obtain pros and cons about owning and operating your own business. Compile guidelines for entrepreneurs.

CONSUMER EDUCATION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Develop a personal profile of a worker in a consumer occupation such as a banker, a credit counselor, or a customer service representative. Compare the profiles and summarize with common traits required for such positions.

* Conduct a "lottery," drawing slips of paper representing various money denominations. Rank-order a list of things the students would do with the money. Discuss goals of class members. Ask parents or grandparents what they would do with the same amount of money. Report results and make comparisons.

* Conduct a goal-comparison reference study between past, present, and future families. Write a summary paper.

* Interview people in various stages of the family life cycle to determine goals for income use. List responses on a chart with headings for the life cycle stages. Make comparisons.

* Roleplay family situations involving relationship problems resulting from failure to plan money management. Write a summary statement on the benefits of planning future goals and expenditures.

* Analyze case studies depicting situations of child care, elderly care, hospitalized person, career mother, teenage family member, or traveling father with money problems resulting from not planning or poor allocation of money. Identify the problems (based on money management principles) and outline adjustments for another time.

* Interview a store manager about actions of shoppers that make it necessary to raise prices. Prepare a "Shopper's Guide" of hints.

* Establish a classroom business to produce an item for sale, forming groups to conduct all operations found in manufacturing. From the experience of producing supply to meeting demand, or generating demand for supply in inventory, students will diagram the interrelationship of consumers and producers in the economy.

* Compile a glossary of economic terms and definitions on cards. Play "matchword."

CONSUMER EDUCATION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Divided into four groups, brainstorm rights and responsibilities of employers and employees, recording ideas with markers on newsprint. Post, compare, and summarize.

* Read charts and reports in economic references on the government's methods of redistributing income including taxes, subsidies, social security, public housing, agricultural support, and educational programs. In groups, trace history and legislation, and prepare to debate pros and cons.

* Write a short reference report about the energy shortage and the effect on families, businesses, and the economy.

* Write a list of the last ten consumer items purchased. Working in small groups, sort the cards into groups of wants or needs. Discuss the influences to buy the item, the impact on the economy and the environment, and how many work hours at minimum wage it would take to purchase the item. (Variation: cards of items can be selected rather than listed.)

* View overhead transparencies showing the steps to planning a budget. Complete accompanying worksheets with figures of income and expenditures based on current situation or future hypothetical one. Compute the balance after payment of regular expenses. Compare differences and discuss adjustments to bring budget into balance or to generate increase in balance.

* Given an appropriate amount of play money to buy a specific consumer good, develop a checklist of factors to consider before making a purchase. Research the recommended best buy according to independent testing reports and decide the best buy for a given situation.

* Compare name brand items with store brand and unidentified brands. Consider cost, quality, availability, end use, and other factors which form the basis for a purchase decision. Discuss the features that are worth extra cost.

* Write a contract to another student or family member for a service to be exchanged or performed over a period of time. Review at the end of the contract period and evaluate the terms of the contract.

* In small groups, research a major purchase making a checklist of factors to research before purchase. Include reference sources, prices at various types of stores, warranties, test ratings, and pictures or descriptions of items. Post choice together with reasons for selection.

CONSUMER EDUCATION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Conduct a survey on frequency of reading labels and warranties before making a purchase. Report the results of the survey to the class, compile results and make recommendations for increasing use of consumer pre-purchase information.

* Collect warranties and post examples of the three types together with the section of the warranty law stipulating the guidelines.

* Collect ads which use "guarantee" in the promotion. Compare the warranty to the promise. Draw conclusions.

* Design a label complete with information required by law and additional information desired. This may be a cooperative activity with art classes.

* Compare the costs of purchasing versus leasing or renting an item of household equipment or a car, using rates disseminated by leasing companies and catalogs. Decide the determinations going into the decision to rent or lease.

* Conduct a scavenger hunt, compiling various ways to acquire consumer goods including yard and rummage sales, charity shops, used items ads in the newspapers, and auctions. The longest list will win the "hunt."

* Define and evaluate the terms found in a service contract, determine duplication of warranty, and discuss pros and cons of service contracts.

* Provided with an item to "buy" at different types of stores, gather data and compare differences in prices and services.

* Make a collection of "luxury" item pictures found in magazines. Turn the pictures face down and apply a term suggestive of a lifestyle and record the terms used. Summarize by reviewing the terms and showing the relationship between purchases and lifestyle image.

* Compile an attitude questionnaire on voluntary simplicity. Compare variations in attitudes between students.

* Form a values continuum and select a place to stand in a line ranging from "I prefer to live on the land and produce all my own goods," to "I want to pay for all the goods and services I receive." Discuss the positions relative to attitudes toward voluntary simplicity.

CONSUMER EDUCATION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Interview students, teachers, and staff to obtain consumer frauds or "rip-offs" experienced or known about. Check the information given against rights of and laws for consumers. Sort the experiences into groups by type and construct a chart or poster showing the fraud, the law or the consumer guideline that covers it, consumer action to take to avoid the experience, and method of redress.

* Roleplay situations of dissatisfied customers. Determine the cause of the problem and suggest solutions. (A People's Court version can be played with student acting as a judge in resolving the matter.)

* Bring to class labels and advertisements announcing a new product. Obtain samples of both the old and the new product. Evaluate the differences between the old and the new and decide if the change is genuine or motivational.

* Distribute an ad for an expensive product students would be interested in purchasing. In groups, plan the purchase using different sources of credit such as the bank, a credit union, a charge card, store credit, or others. Compare costs, payment schedules, and penalties for each type. Share results of research by poster or oral report.

* Place several consumer products in an opaque bag. In groups, each group choose one item from the bag. After 15 minutes, present a commercial to promote the item. Evaluate the promotions as informational or motivational.

* Compare current ads with ads of an earlier period. Decide how messages have changed.

* Classify ads as to types of appeal such as sex, vanity, youth, beauty, "new," personal recommendation, free offer, or more for your money. Relate influences with experiences of actual purchases. Write captions for ads summarizing reactions to them.

* View computer disk or videotape on advertisements. Complete study guide.

* Tape radio or television commercials, analyze the appeals made and the audience for which they are intended.

* Make a bulletin board display of promotional devices used to simulate purchases such as prizes, premiums, and coupons. Discuss the lure of "something for nothing."

CONSUMER EDUCATION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Videotape segments of news programs featuring consumer reporters. Compile a list of consumer problems presented in the reports. Give examples of "caveat emptor."

* Obtain descriptions of services offered by community agencies which are listed in the telephone directory. Provided with descriptions of needy consumers and those with specific consumer problems, determine the appropriate agency for the people to contact based on available information. Report on the problems and the agency to contact to class members who will determine the appropriateness of the decisions.

* Undertake a long-term research project to collect and organize sources of consumer assistance including newspaper consumer advice and complaint resloution "action" columns; features of various customer service departments; actions taken by Better Business Bureau and Consumer Action Mediation Boards; and state and federal consumer agencies. Prepare a handbook to disseminate at a school-community function.

CONSUMER EDUCATION

GRADES 11-12

CONSUMER EDUCATION GRADES 11-12

I. INDIVIDUAL DEVELOPMENT

A. Goal Setting
   1. Success
   2. Satisfaction

B. Further Education and Training
   1. Benefits
   2. Costs
   3. Preference

C. Employment Search
   1. Availability
   2. Meeting Goals
   3. Personal Qualifications

II. ROLES AND RESPONSIBILITY

A. As a Consumer
   1. Effects of Consumer Behavior
   2. Supply and Demand
   3. Economic Cycles

B. As a Citizen
   1. Market Economy
   2. Consumerism
   3. Taxation

C. As a Worker
   1. Productivity
   2. Pride in Workmanship
   3. Income

CONCEPTS

III. CHOICE

- A. Financial Health
  1. Balancing a Budget
  2. Banking and Saving
  3. Using Credit
  4. Risk Protection
  5. Future Security
- B. Purchase Power
  1. Information Sources
  2. Caveat Emptor
  3. Comparison Shopping
- C. Leisure Time
- D. Decision-Making Model

IV. PROBLEM-SOLVING

- A. Frauds and Schemes
- B. Redress Mechanisms
  1. Return Policies
  2. Making a Complaint
  3. Consumer Protection Laws
  4. Small Claims Court
- C. Debtedness
  1. Credit Worthiness
  2. Professional Assistance
- D. Costs of Health Care
- E. Community Consumer Agencies
  1. Free or Nominal Cost
  2. Profit-Making

CONSUMER EDUCATION

GRADES 11-12

COMPETENCIES

- Identifies resources utilized in attaining personal short- and long-term goals.
- Differentiates between definitions of success.
- Describes features of personal satisfaction.
- Lists the relative costs of types and levels of education and training needed for consumer-related occupations.
- Interprets the benefits of further education and/or training as an investment in human capital.
- Analyzes personal lifestyle preferences and suitability of occupational plans.
- Locates current positions available in consumer-related occupations.
- Compares benefits and disadvantages of various occupations for meeting income and lifestyle needs.
- Matches personal qualifications to occupational requirements.
- Defines terms related to "consumer" and "consumerism."
- Explains the effects of the careless use of resources on personal and national finances.
- Identifies behaviors of consumers which raise prices and reduce business profits.
- Itemizes hazards in the environment.
- Explains the economic principles related to price, supply, and demand curves.
- Identifies economic and social risks as a consequence of consumer fraud against business.
- Defines the major economic indicators of market economy cycles.
- Describes the effects of inflation and recession on consumers.
- Explains the interrelationships of consumers, businesses, and government in a free enterprise system.

CONSUMER EDUCATION

GRADES 11-12

COMPETENCIES

- Illustrates the economic and social costs of waste.
- Identifies common factors existing in consumer movements throughout history.
- Explains the function of taxation as an income distribution method.
- Describes services provided by tax revenues.
- Gives examples of social services and benefits resulting from transfer of payment policies.
- Identifies the relationship between productivity and the economic cycles.
- Evaluates individual responsibility for effective performance as an employee.
- Analyzes the effect on the economy resulting from either quality workmanship or careless performance.
- Compares differences in income distribution according to consumer lifestyles.
- Identifies ways families provide for basic needs.
- Lists suggested percent-of-income expenditures for basic needs and wants.
- Evaluates budget plans for families with differing income levels.
- Compares types and sources of banking and savings plans.
- Outlines procedures for opening and using both traditional and electronic checking accounts.
- Relates the advantages and disadvantages of using credit.
- Compares the costs of various credit sources.
- Identifies credit laws for the protection of creditors and debtors.
- Describes elements of lifestyle which increase costs of risk coverage.

CONSUMER EDUCATION

GRADES 11-12

COMPETENCIES

- Analyzes insurance forms for comprehension.
- Explains consequences of being underinsured.
- Summarizes methods of providing for future growth of assets.
- Lists guidelines for making investments.
- Explains the advantages of early planning for both retirement and the distribution of property.
- Identifies printed media and electronic sources of shopping information.
- Summarizes the steps for comparison shopping.
- Defines "caveat emptor" in the pre-purchase phase of buying consumer goods and services.
- Lists the ways leisure time can be used to supplement income.
- Analyzes effects of using a decision-making process to attain goals.
- Describes common frauds and schemes practiced on consumers.
- Compares various return policies set by businesses in the community.
- Writes an effective complaint letter.
- Identifies major consumer protection laws.
- Explains the purpose of the small claims court.
- Lists guidelines and limits for using credit.
- Identifies sources of help for overindebtedness.
- Compares features and costs of various health care plans.
- Analyzes personal habits for health risks.
- Compares free, self-help, and professional sources of financial assistance in the community.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Write a short story entitled, "Mission Possible...My Goals for Adulthood." Compare goals listed by class members. Form lists of short-term goals needed to reach the long-term goals. Summarize by listing examples of each type on a ladder design, the rungs for short-term goals and quarter sections and the top of the ladder for long-term goals.

* Take an inventory of personal resources, matching resources to identified goals. Formulate plans for obtaining any additional resources needed.

* Read biographies or newspaper articles about famous people. Write a definition for "success" from the view of the identified person. Share and discuss different views of "success," each student developing a personal definition.

* Construct a collage of pictures connected with student future goals. Describe the satisfaction expected from each picture posted. Conclude by listing terms used to express satisfaction.

* Prepare an informational sheet of wage-salary ranges for different levels of skill and responsibility in business occupations.

* Research and prepare a debate on college preparation versus on-the-job training. Itemize the major points made in the debate and support or rebut the points made, based on personal preference or background information. Conduct an open forum for reactions to panel statements.

* Compose a letter of application for a job listed in the newspaper which is suitable for interests and qualifications. Ask someone who works in personnel to read letters for impressions made. Make the corrections suggested.

* Prepare to roleplay a job interview in pairs. Observers will record the effective actions made by the applicant. Reverse roles of interviewer and applicant, noting what behavior is expected from the interviewer. Devise a checklist for a job interview.

* Select cards with descriptions of singles and family members looking for work. Find occupations in the classified section of a newspaper thatwould be suitable. Cut out ad and post beside the card. Discuss selections made.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Use computer to access state occupational information system and to produce a printout of jobs in the consumer or management fields. Select two to research for availability in the local region. Post results found.

* Brainstorm "What is a Consumer?" Complete an attitude inventory sheet, "You as a Consumer."

* In four groups each representing government policy-makers, small business, large industries, or consumers. Make recommendations in the groups for (1) reducing foreign oil dependency; (2) protecting the environment while developing new sources of energy; (3) dampening the demand for energy and encouraging conservation; and (4) reducing the need for welfare and public assistance programs. Present recommendations to the class and discuss.

* Debate "Should consumers expect government control or free will to prevail in the use of natural resources." Form conclusions based on the debate.

* Interview store owners or managers to determine wasteful or fraudulent consumer practices and to obtain estimated costs of such actions. List the findings in two lists indicating the most common and the most costly.

* Research community ordinances and laws used to protect consumer offenders and describe the procedures followed. Compile a class list of actions taken.

* Check for items in the home such as left-over paint, wallpaper, or lumber. With a parent, plan and complete a project using the materials. Submit written plans and results, display a picture of the project, or bring the actual project to class. Conclude by giving examples showing waste of family finances and nonrenewable resources. Estimate the cost of discarded items for a family for one week. Suggest places for donating usable but no longer needed items and ways to decrease waste.

* Using current market prices for jeans, stereos, and other typical teenage consumer goods, plot supply and demand curves when prices increase or demand falls off.

* Read newspapers to find terms used as indicators of economic activity. Use references to find definitions for the terms found such as GNP, PPI, CPI, bull or bear market, inflation, recession, expansion, contracting, or peak.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Diagram the route of a locally produced product from the source of the raw materials to the finished product. Develop a list of the effects of the product production on the local economy and employment.

* Watch newspapers for incidents that indicate controls over trade practices such as monopolies or oligopolies. Prepare a display of articles under headings of free enterprise, and government regulation of trade.

* Write a "man-on-the-street" type of news article or a television interview highlighting the effects of inflation on retired people, wage-earners, merchants, home owners, and high school students. Check the article for accuracy with actual people in the same situations. Summarize ways to cope with recurring economic cycles.

* Play an inflation simulation game in which "widgets" are sold using play money. Establish an open "market" where prices are listed on the board as soon as transactions are made. Summarize observations of what happens to wages, supply, demand, inventories, prices, and employment in periods of cost-push and demand-pull inflation.

* Working in two groups each with two newsprint sheets and two markers, brainstorm the rights on one sheet and the responsibilities on the other for consumers, business, or government. Post the newsprint and analyze for areas of conflict and cooperation.

* Brainstorm definitions of "consumerism" looking up the meaning of "ism" in the dictionary. View a computer program about consumerism and you. Compile a glossary of terms used to describe various features of consumer movements.

* Conduct a contest to find the greatest number of examples showing ways taxes are used to benefit citizens both nationally and locally.

* Write a reference report about consumer movements since the early 1900's. Prepare a display of names and pictures of people involved and the issues of concern. Identify common causes underlying the movements. This may be a cooperative assignment with history or social studies classes.

* Invite a tax consultant to explain the social purpose of taxes and to give examples of income generated by taxes.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Explain to the students that the tax money operating the schools has been cut. Form committees to suggest ways to save. Repeat exercise with a surplus of money and describe ways to spend it wisely. Discuss the process used for each technique citing differences and similarities.

* Study tables showing the redistribution of income provided by social programs. Draw conclusions.

* Simulate a workshop situation, one-half of the class producers and one-half retailers, producing and selling actual items. Privately, instruct the producers to decrease production and the retailers to increase orders. Summarize the results on productivity, employment price, inventories. Reverse the instructions and note changes in the same indicators as well as effects on efficiency. Describe feelings of having to send out products of less quality because of time factors. Relate the relationship of pride of workmanship in mass production.

* In groups, given different figures to work with, complete a budget form for a given income amount, a record of monthly expenses, and a guide with percentages of income suggested for various expense items. Compare completed forms, note changes in the percent of income spent on basic items for lower income levels. Discuss consequences.

* Collect booklets from businesses and banks in the community. Formulate a few questions about each booklet that can be answered by others reading the booklets. Compile a booklet of questions and answers for each student to keep as a reference.

* Complete a standard worksheet for balancing a checkbook.

* In groups, research a long-term assignment to determine the alternative ways of obtaining the basic needs of families and an approximate cost for each alternative. Report findings on posters and compare.

* Complete a new worth statement for a family based on financial records provided.

* Make a verbal promise to a classmate to do something for him/her. Make another promise that requires exchange of money or something of value along with the promise. Express feelings between the two, relate the experience to giving credit.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Invite a representative from a credit bureau to speak about credit rules and ratings. Complete a checklist on credit worthiness.

* Roleplay people being denied credit. Portray assertive actions one could take based on credit laws.

* Visit a local small claims court handling bankruptcy and creditor's cases. Discuss commonalities among cases observed and outline steps to prevent money problems. Make determinations about the advisability of getting or giving credit in certain situations.

* Interview parents and grandparents to determine attitudes toward using credit. Identify any relationship between age and use of credit.

* Simulation: given a $10,000 line of credit, participate in an auction of a limited number of items of such things as cars, stereos, or computers. Increase the limit to $20,000 and continue the auction. Determine effects on the economy and on savings and prices.

* Count by two to divide class into halves each of which will either fill out credit applications based on situations supplied or act as credit interviewers and will decide whether to grant or withhold a credit card based on the information provided, giving reasons.

* Complete a worksheet to determine personal risk potential. Draw conclusions.

* Play a "memory game" recalling every article in the room of own home. Record the items and use it as a checklist for an actual inventory. Discuss the burden of proving property loss to an insurance company. Calculate the dollar loss for the items not remembered. Continue to develop a household inventory for own family.

* Write or call the State Insurance Commission requesting information booklets on regulations and services handled by the office.

* Read a portion of an insurance policy, recording the words not understood. Count the number of times "signal" words were used such as: in addition, however, rather, more recently, since, or for instance. Rewrite a paragraph in plain English.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Survey families about stories they have heard or experienced relative to estate settlements. Share stories and note common causes of problems.

* Read guidelines for the distribution of property without a will. Construct a poster with an outline of the sequence followed. Summarize the benefits of having a will.

* Itemize the value of personal property and decide on desired distribution. Draw up a "mock" will.

* View computer programs on shopping skills: videotape commercials, or create purchase promotions. Develop a vocabulary list of words used commonly.

* Park two cars in the school parking lot. Label each with a price, model type, and special features. Following a "Used Car Comparison Check Sheet," determine which is the better buy. Make decision independently and then, divided in groups, work toward agreement. Discuss reasons for differences.

* Read background information about electronic Home Information systems of the future. Complete a "User Profile" to determine information gathering style. Discuss pros and cons of home access to information and ordering.

* Look up the meaning of "caveat emptor." Compile a fact-sheet for students listing cautions for typical high school purchases.

* Use telephone directory to locate names of local businesses in recreation, sports, and hobbies. Determine skills or knowledge that could be applied in those businesses to supplement income in leisure time.

* Plan a "Speaker Day" for the school, inviting representatives from the local, state, and federal Consumer Protection Offices and those representing business mediation and arbitration agencies listed in the telephone directory. Enlist volunteers to collect questions on cards for the speakers to answer after their presentations. Invite parents to attend and participate. Write a publicity article for the school newspaper.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Set up a mock consumer complaint desk for students to solve complaints as they are brought to them. Reference materials will be assembled on store policies, consumer laws, and procedures. Students who can find acceptable solutions to meet consumer satisfaction and the laws the fastest will win. This can be conducted as an on-going pre-post class activity throughout a consumer unit, each student signing up in advance for a turn.

* Compile a manual of common frauds and schemes to disseminate to the student body, each student or pairs of students contributing a page and artistic students providing illustrations and the cover design.

* Select a consumer product about which there has been conflicting information as to safety or effectiveness such as contact lenses, microwave ovens, vitamin pills, tanning parlors, and Corvettes. Research consumer publications and materials from the FDA, CPSC, and FTC. Note changes in the way the products are reviewed, any reporting of class action suits, or changes in design or advertising. Report findings and make decisions about the use of certain products.

* Roleplay consumer fraud situations which are videotaped. Analyze steps consumers can follow to protect themselves.

* Write a letter of complaint to some hypothetical company. Exchange letters and evaluate according to guidelines for effective complaint letters. Make corrections.

* Interview a person from a credit bureau to explain credit records that are kept on individuals. Prepare a list of questions to have answered about suggested limits for the amount of consumer debt, procedures to take to establish credit and to maintain credit worthiness, and credit laws. Tape the interview and play to class.

* Publish a periodic Consumer Alert sheet, or man a mock "Consumer Hot Line" in the school lobby to take consumer questions and research answers for other students.

* Complete computations on a questionnaire, "How Long Will I Live?" Discuss factors contributing to the possibility of early death.

* Examine provisions of several types of health care plans. Make comparisons and select major features for decisions.

CONSUMER EDUCATION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Construct a chart of professional health people in the area including doctors, dentists, counselors, opthamologists, and nutritionists. Devise a list of guidelines for selecting professional health care. Interview professionals in the health field about what they would look for in a professional for their own care.

* Read reference materials about a Patient's Bill of Rights and the costs of prolonged health care. Adopt a patient to visit in a nursing home.

* Provide students with problem situations experienced by needy or disadvantaged consumers. Identify agencies in the community and state how each provides assistance in the identified cases. Compile a resource box of agencies and services.

* Call, write, or interview in person, social service workers to determine the numbers of calls and the types of problems presented to them in a year. Post the results.

* Conduct a school-wide "Consumer Day" with booths for community agencies and business people to distribute materials and answer questions for students.

* Form groups to simulate self-help advice on consumer-related problems. Compare self-help with free agencies and professional advisors charging a fee.

FOODS AND NUTRITION

FOODS AND NUTRITION

GRADES 6-8

CONCEPTS	
I INDIVIDUAL DEVELOPMENT	A. Essential Nutrients B. Disease Prevention
II ROLES AND RESPONSIBILITLES	A. Food: an Expression of Personal Values B. Food: a Social Expression
III CHOICES	A. Healthy Diet B. Food Forms C. Label Literacy D. Career Awareness
IV PROBLEM-SOLVING	A. Food Preparation B. Safety and Cleanliness C. Planning and Serving Meals D. Public Health Agencies in the Community

OVERVIEW

GRADES 9-10	GRADES 11-12
A. Dietary Guidelines	A. Food for Health
B. Food Values	B. Life Cycle Changes
C. Eating Disorders	C. Diets for Special Needs
A. Entertaining	A. Food in the Economic System
B. Food in the Family	B. Social Customs
	C. Cultural Differences
A. Value for the Consumer Dollar	A. Planning Family Meals
B. Influences on Food Selection	B. Shopping Skills
C. Career Exploration	C. Career Preparation
A. Food Preparation Skills	A. Family Food Management
B. Meal Management	B. Consumer Laws and Protection
C. Sources of Information	C. Community Agencies for Foods and Nutrition Services

FOODS AND NUTRITION GRADES 6-8

I. INDIVIDUAL DEVELOPMENT

A. Essential Nutrients
   1. Major Food Groups
   2. Basic Four

B. Disease Prevention
   1. Reduction of Fats, Sugars, and Salt
   2. Additives

II. RULES AND RESPONSIBILITIES

A. Food: an Expression of Personal Values
   1. Satisfaction
   2. Traditions

B. Food: a Social Expression
   1. Eating with Friends
   2. Table Manners
   3. Ceremonies

CONCEPTS

III. CHOICES

A. Healthy Diet Habits

B. Food Forms
   1. Convenience Foods
   2. Homemade
   3. Eating Out
   4. Protein Alternatives

C. Label Literacy
   1. Ingredients
   2. Laws

D. Career Awareness

IV. PROBLEM-SOLVING

A. Food Preparation
   1. Terms and Techniques
   2. Costs

B. Safety and Cleanliness
   1. Hazards
   2. Prevention

C. Planning and Serving Food
   1. Place Settings
   2. Serving Styles

D. Public Health Agencies in the Community

FOODS AND NUTRITION

GRADES 6-8

COMPETENCIES

- Defines nutrition.
- Names essential nutrients.
- Explains the functions of nutrients in the body.
- Identifies the major food groups.
- Analyzes personal food intake based on the basic four food groups.
- Distinguishes among malnutrition, undernutrition, and starvation.
- Gives examples of common health problems related to food intake.
- Identifies food sources high in fat, sugar, and/or salt.
- Describes personal responsibility for following healthy dietary practices.
- Identifies common food additives.
- Gives examples of factors that influence individual eating patterns.
- Describes satisfactions gained from eating.
- Gives examples of eating habits reflecting personal values.
- Analyzes social influences on dietary habits.
- Identifies the role of food in family traditions.
- Compares experiences of eating alone and with friends.
- Demonstrates appropriate behavior while eating.
- Relates food to social-cultural ceremonies.
- Identifies the contributions snacks make to a nutritionally adequate diet.
- Describes ways food selections are influenced.
- Analyzes energy used in the preparation and delivery of food.

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FOODS AND NUTRITION

GRADES 6-8

COMPETENCIES

- Compares benefits and disadvantages of alternative food forms.
- Compares the cost and quality for different sources of meals.
- Analyzes the advantages and disadvantages of fast food meals.
- Identifies meat sources of protein.
- Explains ingredient listings on food labels.
- Lists the information on a label required by law.
- Identifies options in food and nutrition occupations.
- Defines basic food preparation terms.
- Demonstrates food preparation techniques.
- Calculates the costs of recipe ingredients.
- Identifies health and safety measures to follow when working with food.
- Identifies illnesses associated with unsanitary food handling.
- Illustrates appropriate place settings.
- Describes acceptable table manners.
- Demonstrates use and care of food equipment and appliances.
- Plans nutritionally balanced meals.
- Lists guidelines to follow in planning meals.
- Defines plate, family, and buffet serving styles.
- Practices safe care and storage of food materials.
- Describes methods for reducing time and energy used for meal preparation.
- Identifies food safety and health agencies in community.

FOODS AND NUTRITION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Analyze a personal diet record for three days for the basic four food groups. Complete checklist showing food group lacking and list foods to be eaten to complete food requirements for each day.

* Hold a "Nutrition Bee," matching sources and purposes of nutrients.

* Working in groups, develop a composite definition of nutrition. Check definition with dictionary or nutrition reference definition. Combine group definitions into one acceptable and accurate class definition.

* Using a computer program, analyze individual food intake. Chart a Personal Food Profile, or pie graph, showing relative amount of foods eaten daily from each of the food groups.

* Play a match game with two sets of cards; one set with nutrients and the second set with functions in the body.

* View a nutrition film or read articles about various stages of inadequate nutrition in underdeveloped countries. Summarize by defining the differences and some of the reasons for poor nutrition.

* Keep a log of the length of time spent at various activities in a day. Using reference charts, determine the number of calories expended for the activities. Compare the number of calories needed with the approximate number of calories eaten. Discuss consequences of having too few calories or too many.

* Collect food labels and sort out the ones which have a form of fat, sugar, or salt listed near the top of the ingredients list. Develop a bulletin board showing foods high in salt, fat, and/or sugar. Group the labels with the associated health problems.

* Using a teacher-made worksheet listing commonly used food additives and their functions, find labels with the additive terms. Form teams to debate whether additives are necessary or unnecessary. List additives in order of most needed down to least needed. Summarize consequences of not using additives or using too many.

FOODS AND NUTRITION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Write a paragraph, "My Future Life Based on My Present Diet." (Variation: draw a self-portrait captioned, I Am What I Eat." Evaluate continuing or changing food habits.)

* Write a list of childhood memories associated with food. Share lists and discuss feelings then and now concerning the items on the list. Summarize with how feelings have changed or remained the same since childhood. Form conclusions.

* Interview older members of families, or brainstorm in class, to determine family traditions where food plays an important part. Discuss probable reactions if the traditions were changed or stopped.

* Develop lifestyle portraits regarding food habits for people listed in the "Guinness Book of Records," or Ripley's "Believe It or Not," or written about in the daily paper. Discuss the written "portraits," providing the clues used to develop the description of food habits for the person. Itemize the clues used.

* Hold a barbecue or "coffee" for senior citizens, or help with serving meals for the elderly. Observe their actions when eating with friends. Interview them about eating alone. Report findings to class. Summarize the social aspects of eating. (Variation: Observe or interview older teens about eating alone and with peers. Discuss any differences in what and how they eat.)

* Roleplay an "eating out" situation using poor table manners. Class observers will list all inappropriate behaviors. Discuss and replay roles using acceptable behavior. Develop a manual, "When Eating Out."

* Trace the origins of ceremonial foods and traditions by interviewing people brought up in different cultures, or by reading. Prepare a bulletin board with pictures of ceremonial foods and their meanings.

* Develop word scrambles using snack words. Exchange scrambles for other class members to do. Conclude by listing the snack words used under headings of HOLLOW or HEALTHY. List two changes to be made to improve personal snack habits.

* Prepare a tasting buffet of recipes made with non-meat protein alternatives. Complete score card for judging samples. Discuss eating meat versus non-meat meals.

FOODS AND NUTRITION

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Compare foods made from "scratch" with foods purchased ready-to-use. Evaluate in terms of quality, cost, and ingredients. List products on two charts labeled "Most Nutritious to Least Nutritious" and "Most Expensive to Least Expensive." Compare charts.

* Calculate the energy used to prepare recipes using small appliances and major appliances. Make comparisons and write a summary statement about energy-efficient methods of cooking.

* Visit the school cafeteria. Record the types of jobs by task or title, the regulations posted, and the sanitation and safety procedures followed. Complete a study guide with items about quantity food service.

* Using career folders in guidance or a computer program, conduct a job-search for food-related occupations.

* Practice food preparation techniques for planning and serving a snack or a meal. Compute the cost of each recipe and the cost of the meal or the snack per person. Discuss ways to reduce the cost and still have a balanced meal or a nutritious snack.

* Take turns watching each other work in pairs or groups checking for sanitation and safety violations. Compile on a poster the common unacceptable work habits noted, without names, and discuss corrective action for each item listed.

* Collect pictures of place settings and centerpieces for different types of meals and occasions. Store in a scrapbook for class use. Plan a theme setting for a holiday or a foreign buffet, illustrating correct settings. Hold a class judging for the most attractive as well as for correct placements.

* Set up place settings for a diner, a family-type restaurant, and a fine dining restaurant. Discuss the differences in settings and the reasons for differences.

* Read copies of public health regulations pertaining to food serving institutions in the community. Discuss the consequences of not following the regulations.

FOODS AND NUTRITION

GRADES 9-10

FOODS AND NUTRITION GRADES 9-10

I. INDIVIDUAL DEVELOPMENT

- A. Dietary Guidelines
  1. Nutrients for Growth and Repair
  2. Nutrients for Energy
- B. Food Values
  1. R.D.A.'s
  2. Equivalents-Substitutes
- C. Eating Disorders
  1. Anorexia-Bulimia
  2. Overeating

II. ROLES AND RESPONSIBILITIES

- A. Entertaining
  1. Hospitality
  2. Guest Guidelines
- B. Food in the Family
  1. Lifestyle
  2. Sharing Responsibilities

CONCEPTS

III. CHOICES

- A. Value for the Consumer Dollar
  - 1. Quality
  - 2. Costs
- B. Influences on Food Selection
  - 1. Advertising
  - 2. Marketing
- C. Career Exploration

IV. PROBLEM-SOLVING

- A. Food Preparation Skills
- B. Meal Management
  - 1. Time
  - 2. Energy-Effort
  - 3. Cost
- C. Sources of Information
  - 1. Education
  - 2. Public Health
  - 3. Extension Service

FOODS AND NUTRITION

GRADES 9-10

COMPETENCIES

- Describes foods needed for growth and repair of body tissue.
- Explains process by which foods are converted into energy in the body.
- Lists guidelines contained in the Recommended Dietary Allowances.
- Identifies the food values contained in common foods.
- Classifies foods by the major nutrient component.
- Describes anorexic-bulimic behavior.
- Defines obesity.
- Lists consequences of obesity to health.
- Identifies the function of exercise in weight control.
- Explains possible underlying reasons for eating disorders.
- Defines hospitality.
- Lists responsibilities of a host/hostess when entertaining.
- Describes the role of a guest when being entertained.
- Gives examples of the relationship between food habits and family lifestyle.
- Outlines ways for family members to share the tasks of feeding the family.
- Identifies quality for various forms of food.
- Determines appropriate food form and quality for end use.
- Compares foods of different costs for quality and food value.
- Gives examples of efficient food shopping practices.
- Analyzes advertisements and promotions used to influence food purchases.
- Identfies career opportunities in food fields.

FOODS AND NUTRITION

GRADES 9-10

COMPETENCIES

- Lists entrepreneurial occupations in food and nutrition businesses.
- Compares costs of preparation for different levels of skill and responsibility in food occupations.
- Demonstrates appropriate use and care of food preparation equipment.
- Demonstrates proficiency in the performance of food preparation techniques.
- Lists methods for conserving quality and nutrients when storing and preparing food.
- Outlines the components and sequence of a work schedule for preparing and serving a meal.
- Lists time-saving practices used in meal preparation.
- Identifies ways to reduce human and material energy use in the preparation and service of meals.
- Compares quality, costs, and nutrition among convenience, home prepared, and restaurant meals.
- Identifies community resources for food and nutrition information.
- Explains the services public health members provide for residents of a community.

FOODS AND NUTRITION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Label a diagram of a body: bones, muscles, organs, glands, and systems. Match nutrients with the parts of the body requiring the nutrient for development or function. Use nutrition or biology references.

* Read articles about "sports diets." Evaluate the diets for nutritional adequacy and for calorie intake required for the activity levels of particular sports. Conclude by noting the similarities with and differences from regular diets.

* Make charts showing the sequence of steps that carbohydrate, fat, and protein foods follow in the conversion to energy. Discuss the consequences of insufficient intake of carbohydrates and fats resulting in break-down of body tissue to supply energy.

* Compare the R.D.A. charts for the needs of different age groups including: children, pregnant and lactating women, middle aged and elderly men and women. Summarize the nutrients that are recommended to be increased at different times for specific individuals. Post and label pictures of foods that will supply the nutrients.

* Use a computer program to find food values contained in a typical daily intake. List foods that will provide missing nutrients.

* Prepare a display of pictures, labels, and empty packages grouped by the major nutrient contained. Conduct a "nutrient of the week" contest to find new foods that can be added to the groups. Research eligibility of food ideas submitted. Plan an appropriate prize for the student finding the most correct food items that fit.

* Invite a school nurse or a representative of a self-help group to talk about anorexia-bulimia and compulsive overeating. Post names of people and places to get help.

* Complete sentences about how families can associate food with emotions such as getting someone to eat or using food as punishment or reward. Read the sentences and endings aloud and discuss eating patterns that may result.

* View a film showing the effects of overeating and the consequences of overeating. Complete film study guide.

FOODS AND NUTRITION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Brainstorm weight-reduction diets read about, observed, or experienced. Separate fact from fiction and develop guidelines for reducing weight sensibly.

* Make a mobile of foods included in a person's typical daily intake balanced with typical daily activities. Alternate activity: develop a display of a juggler trying to juggle food intake with activity expended.

* Roleplay a host and hostess preparing for entertaining at home, during the function, and after the guests leave. List "good and bad" points observed. Reconstruct the skit with only good points.

* Define own understanding of hospitality individually and then agree on a class composite definition, highlighting common terms used.

* Brainstorm eating patterns of families seen in television programs and commercials. Discuss how lifestyle and food habits are interrelated.

* Simulate a manager-worker duty schedule for preparing family meals. Develop titles and job descriptions for all the tasks to be done from purchasing through clean-up. Try out the schedule with family members, if possible, and report results. Make comparisions between schedules set up for families and those for outside work duties.

* Visit a produce section in a supermarket looking for characteristics of quality in fruits and vegetables. Create a "label" for produce, depicting the characteristics. Look through cook books to select recipes that are suitable for using less than perfect and less expensive grades of fruits and vegetables.

* Using package labels, or making a field trip to a grocery store, research different forms of the same food used in a menu. (Example: an apple pie made from fresh, canned, or frozen apples; packaged crust; frozen pie; or a bakery pie.) Record prices and post the items in the order of least expensive to most expensive on a price search worksheet. Summarize reasons for higher price for some forms.

* Survey family and friends as to their use of coupons. Compile results and make summary lists for the types most often used.

FOODS AND NUTRITION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Conduct a price search, comparing prices of generic or in-house brands with promoted brand name products. Compile findings. As a follow-up activity, conduct a blind taste test of different brands. Score each product and compare scores. Write a summary statement about price and quality of different brands.

* Using math skills or a calculator, complete a unit price worksheet. Discuss the benefits and disadvantages of unit-pricing provided by stores.

* Conduct a current events search for news items indicating reasons for past or future change in food prices. Post on bulletin board and summarize reasons.

* Create a mini-drama (or a case study) to explore controversies and feelings about advertisements and appeals. List the various appeals used by food advertisers.

* Conduct a "private eye" sleuthing expedition to a grocery store. Look for cleanliness, organization, helpfulness of personnel, atmosphere, and special services. Compile the satisfying features of a grocery store.

* Students plan, prepare, and serve meals in a lab class to practice techniques. Complete competency checklists for each student.

* Using the local telephone directory and newspapers, compile a list of caterers in the area. Conduct phone or letter requests for prices, menus, and themes. Compare offerings and prepare guidelines for selecting a caterer.

* Collect bread wrappers for a comparison board giving cost and nutritional value of ingredients.

* Collect fast-food overwraps and boxes marked with the price. Compare with the price of a similar item made at home.

* Provide a latchkey breakfast program or a healthy P.M. snack time for students.

* Make a WEB diagram with a picture of a label of a food product in the center. Add cards or labels for products, services, jobs, and other community effects created by the food.

FOODS AND NUTRITION

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Provide a question box for questions relating to food preparation or purchase. Advanced students research answers and post on bulletin board or on a hand-out.

* In teams, conduct a surprise safety check of a foods preparation area. A record of violations found will be posted and corrected.

* Develop a resource box of community service personnel such as public health, extension service, or restaurant owners, who may serve as a class speaker or provide field trips. Compile the information about each source.

* Working with a science class, grow samples of germs or bacteria from materials taken from food areas. Compare samples taken from a "clean" and "dirty" area of the foods class.

FOODS AND NUTRITION

GRADES 11-12

FOODS AND NUTRITION GRADES 11-12

I. INDIVIDUAL DEVELOPMENT

A. Food for Health
   1. R.D.A.'s (Recommended Daily Allowances)
   2. Optimal Weight

B. Life Cycle Changes
   1. Toddlers
   2. Teens
   3. Adults
   4. Elderly

C. Diets for Special Needs
   1. Modification for Diseases
   2. Allergies

II. ROLES AND RESPONSIBILITIES

A. Food in the Economic System
   1. Food-Related Businesses
   2. Agriculture
   3. Global Issues

B. Social Customs
   1. Past
   2. Present

C. Cultural Differences

CONCEPTS

III. CHOICES

A. Planning Family Meals
   1. Patterns
   2. Substitutes

B. Shopping Skills
   1. Quality
   2. Store Types
   3. UPC (Universal Price Code)

C. Career Preparation

IV. PROBLEM-SOLVING

A. Family Food Management
   1. Health Needs
   2. Storage
   3. Budget
   4. Resources

B. Consumer Laws and Protection
   1. Deceptive Acts
   2. Redress

C. Community Agencies for Foods and Nutrition Services
   1. Commodities
   2. Subsidies

FOODS AND NUTRITION

GRADES 11-12

COMPETENCIES

- Describes current guidelines for adequate nutrition.
- Applies current dietary recommendations to personal diet.
- Relates the psychological aspects of obesity.
- Compares nutritional needs for various stages of the life cycle.
- Gives examples of diet modifications necessary in the control and treatment of diseases and health conditions.
- Lists symptoms of common food allergies.
- Describes the interrelationships of food and agriculture in national and global economic systems.
- Analyzes societal problems connected with poor nutrition.
- Identifies practices and trends in food marketing.
- Explains the role of food enterprises in a market economy.
- Identifies the role food played in historical movements.
- Identifies characteristics of dietary customs in different cultures.
- Evaluates family meal patterns for costs, nutritional value, and family member preferences.
- Identifies the role of food in a family value system.
- Lists appropriate substitutes for expensive components of family meals.
- Compares the features of different types of stores selling food and food equipment.
- Describes the Universal Product Code system.
- Identifies characteristics of quality in food products.
- Identifies the steps to take in returning unacceptable food.
- Gives examples of package design and promotions that influence purchases.

FOODS AND NUTRITION

GRADES 11-12

COMPETENCIES

- Analyzes educational requirements for a variety of foods and nutrition careers.
- Lists entrepreneurial possibilities in food-related businesses.
- Interprets meal management principles in relation to family needs and resources.
- Identifies problem-solving strategies to help people on special diets.
- Evaluates arrangements of equipment and a work sequence for food preparation for efficiency of time and notion.
- Evaluates the cost of meals.
- Identifies resources for food and nutrition information.
- Identifies deceptive advertising and selling practices for food and equipment.
- Describes protection laws governing food inspection, packaging, and sales.
- Explains the redress mechanisms for deceptive acts related to food items.
- Lists sources of subsidized food programs for eligible families and individuals.
- Describes the source of food commodities.
- Analyzes nutrition education programs available in the community.

FOODS AND NUTRITION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Read a reference about R.D.A.'s. Evaluate a daily diet record for adequacy, listing low or missing nutrients and the foods supplying them. Compile missing food groups for the class and create a collage of pictures of food containing the low or missing nutrients. Add pictures to the collage as the missing nutrients are added to anyone's intake.

* Read materials from Overeaters' Anonymous, Weight Watchers, or other self-help group. Students play "hang-man" word games with terms found throughout the literature expressed as feelings, reasons for overeating or results of overeating. (Variation: for anorexia-bulimia.) Record the terms used in the game on cards to be used later in word-association games connected with eating irregularities.

* Develop a "Monopoly-Like" board game, "Road to Health." Use risk and penalty cards.

* Plan and prepare appropriate foods for toddlers, teens, and elderly. Conduct a sampling buffet; include a card for each recipe giving the factors dictating the selection of the recipe and serving. Discuss similarities and differences for diets across the life cycle.

* Roleplay problem situations around mealtime for toddlers. Develop a set of guidelines to prevent eating problems.

* Invite class speakers from a nutrition group or clinic to speak about behavior modification techniques used to change diets and patient reactions. Compose news articles based on the talk, working in small groups to write articles appropriate to different readers including parents, school administration, elementary students, teens, and the elderly. Analyze the information that is common in all of the news articles.

* Brainstorm on newsprint, the various health conditions students know about which have a connection to food intake, either as a contributing cause or as a treatment. Individually or in pairs, research references to compose a FACTSHEET on each condition. Ask the school food services head, or other dietician, to check them for accuracy. Post and discuss.

* Hold a school-wide contest or quiz show on Nutrition I.Q.

* Survey the student body to determine numbers and types of food allergies. Compile responses and post results. Analyze lists of foods for common characteristics.

FOODS AND NUTRITION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Collect articles from current publications about agriculture and "Farm-Aid," and from the past about farms and agriculture. Summarize the articles and report orally. Draw conclusions about the reasons for change.

* Prepare and disseminate leaflets about the effects of smoking on nutrient retention. Evaluate effects on personal diet.

* Interview a local pizza shop owner or manager. Record the qualifications needed to work in the business and the number and types of related businesses supporting the shop. Draw diagrams to depict the information and post.

* Examine the effects of drought and famine in some areas of the world as reported in magazine and news articles. Summarize evidences of interrelationships of global problems. Team up with social studies classes to study the political processes involved in a nation's food supply.

* Plan and prepare a "Culture Day" providing ethnic food samples as an interdisciplinary activity. Evaluate new foods experienced, new techniques learned, time-work schedules used, and product results.

* Report plate waste where it occurs. Report to class an approximate amount of dollars in food waste. Compute an average for the class.

* Plan, and staff, a nutritional information booth at a local health fair, school nutrition day, or at a local mall. Link up with a computerized diet analysis program.

* Read references and government booklets about misleading marketing practices. Discuss the differences between deceptive and illegal. Find, or simulate, examples of both types and summarize caveats.

* Prepare and conduct a nutrition lesson using puppets to "teach" to elementary students. Evaluate results by scoring students' pre- and posttests.

* Visit a local supermarket to view a U.P.C. system in operation. Conclude by listing advantages and disadvantages.

* Plan family meals for a week on three budget levels. Select one to follow through with recipes, shopping list, preparation schedule, and serving style. Self-evaluate results by checklist or completing a lab work-score sheet.

FOODS AND NUTRITION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Volunteer to help prepare or serve Meals-On-Wheels or other community food project. Report experiences to class.

* Two teams prepare the same menu, one without a work-time schedule and the other with a schedule. Compare results and draw conclusions.

* Compute the costs of meals, per person, using unit costs, recipe ingredients, and serving sizes.

* Compile, in a notebook, food nutrient charts and equivalent tables available from food companies and service agencies.

* Write letters requesting information from food and nutrition self-help groups and government agencies in the community. Post materials received on a bulletin board.

* Create a photo bulletin board of merchandising techniques with samples of displays, tie-in sales, special pricing, multiple pricing, and impulse items. Discuss effects of shopping patterns.

* Assemble a display of packaging examples used to influence impulse purchases. Summarize techniques used.

* Write to the F.D.A. for booklets and leaflets concerning food safety. Display booklets and prepare summary handout for other students in school.

* Brainstorm the government's role in feeding people. Debate: value of food surplus versus problems with subsidies and commodities.

* Compile a list of agencies who will provide assistance with a redress problem concerning food products or equipment. Draw a schematic showing the sequence of steps necessary to get satisfaction.

* Interview a grocery manager to determine problems and successes of unit pricing and dating codes. Survey customers, or family and friends, about their use of unit pricing and dating codes. Compare responses and draw conclusions about effectiveness of laws versus habits.

* Draw a pie graph, or use computer graphics, showing where food is eaten by a family: school, work, home, and/or restaurant. Discuss the effects of results found.

FOODS AND NUTRITION

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Inspect the family food storage areas. Devise a plan to save time and space, considering work patterns. Post plan and ideas. The longest list "wins." Add helpful information to a notebook or scrapbook of household hints.

* Read about foods of the future and foods that are "spin-offs" from the space program. Create a scenario about food and shopping in the next century. Brainstorm the skills needed to survive in future food markets. Develop a list of guidelines.

* Participate in a school-wide "Career Day," developing displays, computer programs, and question and answer booths about foods and nutrition careers.

* Create peer teams to teach information about foods and nutrition occupational options to elementary and middle school students. (Variation: materials may be prepared to be sent to students rather than peer teaching person.)

HOUSING AND INTERIORS

HOUSING AND INTERIORS

GRADES 6-8

CONCEPTS	
I INDIVIDUAL DEVELOPMENT	A. Space Needs B. Social-Emotional Factors
II ROLES AND RESPONSIBILITIES	A. Shared Space B. Family Activities C. Caring for Others
III CHOICES	A. Decoration of Personal Space B. Shopping Skills C. Influences D. Career Awareness
IV PROBLEM-SOLVING	A. Safety and Health B. Care of Space and Belongings C. Energy Conservation D. Community Agencies

OVERVIEW

GRADES 9-10	GRADES 11-12
A. Physical Needs	A. Physiological Differences
B. Social Emotional Aspects	B. Social-Emotional Needs
A. Family Functions	A. Lifestyle
B. Spaces for Special Needs	B. Life Cycles
C. Relationships	C. Community Member
D. Changes	
A. Finding and Furnishing Living Space	A. Living on Your Own
B. Consumer Skill	B. Influences
C. Interior Design	C. Interior and Exterior Design
D. Career Exploration	D. Career Planning
A. Organizing Space	A. Management of Living Space
B. Maintenance and Care	B. Consumer Protection
C. Community Resources	C. Community Services

HOUSING AND INTERIORS GRADES 6-8

I. INDIVIDUAL DEVELOPMENT

A. Space Needs
   1. Personal Care
   2. Hobbies and Interests

B. Social-Emotional Factors
   1. Need for Privacy
   2. Personal Expression

II. ROLES AND RESPONSIBILITIES

A. Shared Space
   1. Planning Areas
   2. Respecting Rights and Privacy

B. Family Activities
   1. Group Spaces
   2. Cooperation

C. Caring for Others
   1. Children
   2. Elderly
   3. Handicapped

CONCEPTS

III. CHOICES

A. Decoration of Personal Space
   1. Principles of Design and Color
   2. Arrangement Patterns
   3. Accessories

B. Shopping Skills
   1. Available Alternatives
   2. Labels and Laws
   3. Convenience, Comfort, and Care

C. Influences
   1. Values and Preferences
   2. Media and Advertising
   3. Family Lifestyle

D. Career Awareness
   1. Housing Occupations
   2. Personal Strengths

IV. PROBLEM-SOLVING

A. Safety and Health
   1. Home Hazards
   2. Emergency Plans and Equipment

B. Care of Space and Belongings
   1. Cleaning Tasks
   2. Storage Spaces
   3. Repairs and Renewal

C. Energy Conservation

D. Community Agencies

HOUSING AND INTERIORS

GRADES 6-8

COMPETENCIES

- Lists the functions of personal care and grooming carried out in individual living space.
- Explains the need for individuals to have private space.
- Describes the spaces needed for hobby activities and materials.
- Describes the essential characteristics of personal space.
- Identifies ways for showing personal preferences and expression in decorating and furnishing a room.
- Relates the importance of having places for family members to plan together.
- Gives examples of ways to show respect for the property and privacy of others.
- Illustrates a variety of places where family members can participate in activities together.
- Lists actions that show cooperation in the use of shared space.
- Forms guidelines for providing space and equipment needed for children's care and activities in a home.
- Identifies adaptations needed in housing for the elderly.
- Lists ways to solve particular problems of handicapped people in personal living space.
- Outlines methods of meeting housing needs of handicapped and elderly persons.
- Applies the principles of color and design to personal living space.
- Illustrates arrangements of furniture and equipment in a bedroom.
- Lists ideas for adding accessories as a way to personalize a bedroom.
- Identifies various ways of acquiring furniture and equipment for living spaces.

HOUSING AND INTERIORS

GRADES 6-8

COMPETENCIES

- Explains the information found on furniture and equipment labels.
- Identifies label and warranty laws which protect the purchaser of household furniture and equipment.
- Identifies personal values and preferences in the selection of room furnishings.
- Lists features of easy care to consider when buying articles of furnishings.
- Identifies features of convenience for use in personal care equipment or items of furnishings for a bedroom.
- Describes the ways media has influenced choices for personal purchases for bedroom furnishings or personal care equipment.
- Identifies major influences on selection of decorations and furnishings.
- Describes characteristics of family lifestyle indicated by selections of housing and furnishings.
- Names types of employment opportunities in housing and home care.
- Outlines personal abilities needed to work in housing and home furnishing fields.
- Identifies personal aptitudes for working in various housing-related environment.
- Identifies hazardous areas and practices in a home.
- Lists procedures, materials, and equipment to be maintained for home health and safety emergencies.
- Develops a family escape plan for an emergency.
- Explains the importance of planning schedules for the upkeep of space and belongings.
- Identifies ways to cooperate in the care and use of family space.
- Illustrates various ways to organize storage space.

HOUSING AND INTERIORS

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Two students stand and hold opposite ends of a tape measure, moving closer to each other while class members observe the reactions of the two students. Define and discuss personal space and differences between individuals in different situations.

* Record a journal of activities, or compile a class list of activities, carried out in own personal space in the home. Check the listings for health and safety hazards or as an alternate activity, list the storage needs. Suggest ways to either reduce the hazards or to provide adequate storage space.

* Survey class members for their hobbies or leisure time interests. Collect pictures or sketches of ways to store materials, to work on the hobbies, or to display collections.

* Keep a weekly record of quiet times spent alone. Compute a class average and discuss the reasons for planning time alone.

* Collect magazine pictures, or draw sketches, of ways to organize space for items used in carrying out daily activities. Share ideas orally or on a bulletin board.

* Compile a collection of magazine pictures showing furnishings and accessories used in a teen-ager's room which represent personal preferences. Forming groups of students with similar preferences, give each group descriptive names such as "frilly, tailored, old-fashioned, modern, futuristic," or other such titles that is appropriate. Post the pictures with the titles.

* Survey family and friends on the places in the home where they plan for activities or tasks. Ask for results when planning was not done in advance. Share findings and summarize by listing the common planning areas for families and the importance of planning together as a family.

* Design a typical teenager's bedroom showing ways to accommodate shared and private spaces needed.

* Using a floor plan of a typical teenager's bedroom, drawn to scale, plan arrangements of furniture and belongings which meet the preferences and needs of two who will share the space. Discuss the steps taken and the compromises made.

HOUSING AND INTERIORS

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Interview family members on ideas for an ideal home. Determine what changes would be made if one wish could be granted. Determine the area of the house which is the favorite place to congregate with other family members. Compile the results of the interviews and post.

* Construct a collage of various family activities in the home. Discuss the collage and record the function of each activity. Summarize by showing the relationship of living space to family member interaction time.

* Students develop a game using cooperative and uncooperative action terms found in common family situations related to the use and care of the home. Survey students and family members for help in the development of the terms. Separate the terms as to cooperative or uncooperative actions and post them. Discuss lists and decide personal cooperative participation based on the lists.

* Bring to class actual pictures or magazine pictures of arrangements of equipment and storage of items for child care, elderly, and/or handicapped persons. Study the pictures and compile lists of features of convenience and safety.

* Using catalogs, determine the approximate costs of furnishing and equipping a child's room with basic needs and optional items. Compute total costs. Brainstorm alternative ways to acquire items less expensively.

* View cards, pictures, or a filmstrip on the principles of color. Arrange colored strips in patterns summarizing the principles.

* Using pictures of rooms with different color tones, record reactions to the different colors on a checklist of mood or attitude descriptors. Summarize by identifying those colors with highest favorable responses for each individual.

* Fill in the outlines of rooms with color schemes to create optical illusions making the rooms appear to be different in size or shape. Label each with the reasons for the various treatments.

* Design a bulletin board of different geometric designs incorporating different colors, thicknesses, and illusions. Discuss the effects.

HOUSING AND INTERIORS

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Brainstorm on the qualities of acceptable traffic patterns and conversational arrangements. View media, or find pictures of various arrangements. Point out positive features to support principles. Alternative activity: use three-dimensional furniture cut-outs on scale floor plans rather than using media or pictures.

* Design and/or construct an accessory for a student bedroom, following guidelines for decoration, function, and personal preference.

* Design a piece of futuristic furniture. Write an ad explaining comfort, function, convenience of use and care, and cost.

* Using newspapers, the telephone directory, and a community survey, compile a list of places and costs for acquiring furnishings and personal care items. Make comparisons.

* Read labels and warranties for furnishings and personal care equipment. Summarize information found about the U.L. Label, type of warranty, and energy use for electrical items. Complete a worksheet to record findings.

* Complete a teacher-made study guide while reading a copy of the Magnuson-Moss Warranty Law as it pertains to household items.

* Compare several service contracts. Discuss pros and cons and rate value received beyond warranty provisions.

* Discuss, in small groups, suitable housing for typical families in case studies. Prepare a group report of the decisions made. Discuss considerations found common to most of the families in the case studies and those which are specific to some families.

* Rate items of furnishings and equipment (or pictures) on a checklist with factors of convenience of use and ease of care. Select "winning item" based on results.

* Bring to class family photos of the homes of grandparents, great grandparents, or sketches based on family member descriptions. Discuss the values, lifestyles, and outside influences on the homes of relatives in different generations.

HOUSING AND INTERIORS

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* View television family programs and note the styles of furniture and equipment used. Summarize ways television influences consumer selections.

* View a filmstrip on types of housing through the years.

* Brainstorm all forms of "homes" for any living thing. Keep a running list on newsprint until the ideas stop. Discuss the basic functions common to all homes.

* Using newspaper home sections and magazines, collect pictures or descriptions of different homes and apartments. Compile a list of terms and definitions used to describe housing. Discuss informational versus motivational descriptions.

* Invite a person to class who has recently moved. Ask the speaker to relate all of the people with different occupations with whom contact was made during the move. Compile a list of housing related occupations.

* Complete a home safety checklist. Summarize by listing the most common hazards and areas for accidents in a home. Summarize the findings for own homes and show ways to correct the situations.

* Observe the use of types of fire extinguishers. Invite a fireman to class to demonstrate and review home escape plans.

* Interview, or invite to class, a member of the community public health department or state environmental division to point out health factors in the environment. Summarize the ways residents can improve the environmental status of a community.

* Perform a class-written play for elementary school children on the topic of home safety.

* Collect labels or pictures of all products to be included in a first-aid kit or a medicine cabinet. Arrange the labels in a mock-up of a cabinet or kit on a bulletin board. List outside the mock-up, the cautions and precautions for each of the items included.

* Write a television or radio announcement about issues of home safety.

HOUSING AND INTERIORS

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* List items in a bedroom that can be used for storage.

* Compile a list of all the surfaces and finishes in a room. Play "Match Game," matching each surface with the correct cleaning materials and techniques.

* Role play each family member's tasks in the home and prepare a chart of tasks to be done and designate a person to be responsible for each.

* Reorganize a space or a closet in the classroom to use the space more effectively.

* Invite an industrial arts teacher or student to demonstrate simple repairs that need to be done in a home.

* Brainstorm ways a family may improvise when primary energy sources fail.

* Complete activity sheets on energy use: "How Much Do You Really Need?" Make decisions on whether common appliances are necessities or luxuries.

* Complete an energy crossword, or construct an energy word scramble, to reinforce terms learned about energy use in the home.

HOUSING AND INTERIORS

GRADES 9-10

HOUSING AND INTERIORS GRADES 9-10

I. INDIVIDUAL DEVELOPMENT

- A. Physical Needs
  - 1. Comfort
  - 2. Safety
- B. Social-Emotional Aspects
  - 1. Privacy
  - 2. Contentment

II. ROLES AND RESPONSIBILITIES

- A. Family Functions
  - 1. Communication/Interactions
  - 2. Leisure Activities
- B. Spaces for Special Needs
  - 1. Children
  - 2. Handicapped
  - 3. Elderly
- C. Relationships
  - 1. Landlord-Tenant
  - 2. Owner-Community
- D. Changes

CONCEPTS

III. CHOICES

A. Finding and Furnishing Living Space
   1. Available Alternatives
   2. Suitability
   3. Costs
   4. Influences

B. Consumer Skills
   1. Rights
   2. Quality
   3. Cost of Installment Buying

C. Interior Design
   1. Principles
   2. Elements of Planning
   3. Special Construction and Design Factors
   4. Use of Space

D. Career Exploration

IV. PROBLEM-SOLVING

A. Organizing Space
   1. Storage
   2. Efficiency
   3. Safety

B. Maintenance and Care
   1. Equipment
   2. Routines

C. Community Resources

HOUSING AND INTERIORS

GRADES 9-10

COMPETENCIES

- Identifies ways to meet physical needs in personal living space.
- Describes expressions of comfort.
- Evaluates a home for safety hazards.
- Explains the importance of individual privacy.
- Describes characteristics of personal contentment.
- Identifies relationships between living space and social and emotional development.
- Explains the importance of providing space for family communication and interaction.
- Plans the use of space for individual leisure time activities.
- Lists recreational and entertainment activities which bring families together.
- Describes ways to adjust spaces and equipment for family members with special needs.
- Designs space and equipment for appropriate, safe children's activities.
- Compares rights and responsibilities of tenants and landlords.
- Lists ways to maintain positive relationships between renters and owners.
- Identifies ways home owners and renters contribute as participating members of a community.
- Identifies the effects of moving or other changes on family members.
- Lists the various types and styles of housing available in the community.
- Compares types of living space available for suitability and cost factors.
- Describes requirements for living space to meet individual preferences.

HOUSING AND INTERIORS

GRADES 9-10

COMPETENCIES

- Identifies social trends influencing housing styles and types.
- Lists laws protecting consumers related to housing and furnishings.
- Identifies items to look for when considering renting living space.
- Compares warranties accompanying household furnishings and equipment.
- Describes the responsibility of consumers in housing or furnishings transactions.
- Compares the costs of buying furnishings using a variety of credit sources and types of credit.
- Applies the design principles of color, line, shape/form, and texture to room plans.
- Gives examples of types and styles of furnishings, windows, doors, finishes, and coverings available for selection.
- Identifies elements of planning for effective use of work and living space in different rooms of a home.
- Lists design and decorative features which reduce noise in living space.
- Identifies principles of lighting design and placement for increased effectiveness and reduced energy use.
- Illustrates construction and decorative features reducing energy consumption.
- Identifies housing-related career opportunities requiring different levels of education and training.
- Devises methods of creating organized storage for belongings and equipment of a family.
- Lists techniques for saving time, energy, and money in home maintenance.
- Outlines routines for cleaning and care of living space.

HOUSING AND INTERIORS

GRADES 9-10

COMPETENCIES

- Describes safety guidelines for the use of home equipment and furnishings.
- Analyzes methods of preventing and correcting safety hazards in the home, yard, and community.
- Lists basic tools, equipment, and materials needed to maintain living spaces.
- Identifies community services available for the maintenance and care of housing interiors, yards, and equipment.
- Lists free housing-related services provided by tax revenues.

HOUSING AND INTERIORS

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Complete a questionnaire asking for demographics about a family. Match pictures of room arrangements and furniture which are appropriate to the family. Discuss.

* Construct a word scramble using words that describe the satisfaction an individual receives from items in the home. Summarize with a compilation of words used.

* Sit, stand, and lie on various items of furniture in the school. Record heights, widths, depths, textures, and other characteristics that gave comfort and satisfaction. Summarize by rank-ordering the features in order of importance to each one. Compare lists.

* Complete a home survey checklist for safety and health hazards. Discuss findings and suggest corrective measures.

* Hold a family conference, asking family members to express what "home" means to them. Keep a list of terms that are used. Ask the family members to arrange the terms in order of the most important to the least important. Compare lists with other class members' lists and note features which are common and similar for all families.

* Look at a series of pictures of bedrooms shared by siblings. Discuss the features which encourage or discourage communication.

* Design a shared room with improved communication as the objective. Label the design with measurements.

* Fill in a weekly chart with the number of hours spent in six to eight common daily activities, including leisure time. Total the number of leisure hours and create a pie chart to show how leisure time is spent, labeling each section.

* Role play a "leisure counselor" interviewing class members to obtain information about how leisure time is spent in the home. Prepare a summary statement about space needs for leisure time in the home.

* Separate typical teenage activities under four headings: IN THE HOME..OUT OF THE HOME..DONE ALONE..DONE WITH OTHERS. Discuss features of home space that encourages spending leisure time there.

HOUSING AND INTERIORS

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Observe activities in which families participate together during one week. Compile lists of activities and separate into work activities and recreational activities. Suggest ways to balance lists.

* Read descriptions of people of different ages with types of handicaps or limitations. Devise ways that tasks can be made easier for them as they go through a typical day in their home. Discuss methods listed. Use a catalog of devices for the handicapped to add to suggested methods.

* Observe a child care center or a pre-school play center. List the activities and play carried out. Using catalogs and observation lists, plan a child's play space for the home, labeling the plan. Variations: Plan and design a child's bedroom or an elderly person's apartment based on interviews and observations. Report on convenience and safety features by groups.

* Form two teams: TENANTS and LANDLORDS. List on newsprint or a blackboard the rights and responsibilities of each team. Post and summarize ways to create positive relationships.

* Invite a representative of a local housing authority to talk about ways residents of a community can ease problems and expenses created by living habits.

* Brainstorm reasons room arrangements and decorations might be changed. Discuss various ways of creating change on a limited budget. Compile results.

* Invite a representative of "Welcome Wagon," or "Newcomers' Club," to talk about needs and experiences of new members of a community. Invite parents to join the presentation. Develop a checklist for families who move.

* Study the classified ads in a local newspaper. List types of housing available, including price ranges for each of the types listed.

* Using textbooks, references, and interviews, collect information about the advantages and disadvantages of current housing alternatives.

* Invite an architect or home builder to speak about current housing trends, popular styles, and special design features. Report on the information gained.

HOUSING AND INTERIORS

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Write a reference report about architects and craftsmen who have influenced housing and furniture design.

* Select an item of home furnishing or an appliance to study. Collect warranties and advertisements and identify features of safety, convenience of care, and ease of use. Prepare a poster of guidelines for a consumer who might purchase the item. Discuss consumer tips common to all furnishings and appliances studied.

* Obtain a collection of booklets from the Federal Trade Commission or regional Consumer Protection Office on regulations protecting warranty and contract rights. Compile a FACTSHEET on the purchase of home furnishings summarizing information in the booklets.

* Collect examples of several household equipment warranties. Evaluate each according to a checklist and indicate whether implied, full, or limited. Draw conclusions about warranty rights.

* Invite to class, or interview, a local merchant who sells furnishings and appliances. Discuss features of quality to look for in furniture and major appliances. Based on the quality features, develop a checklist, find a picture of a household item which has the most items checked, and post the quality features.

* Using references and texts, list sources of credit in rank-order according to interest costs. Report and discuss advantages and disadvantages of buying household furnishings on credit from each source.

* Plan a room, or other living space, to scale, applying the principles of interior design and furnishings selection guidelines.

* In three groups, study materials used as coverings for walls, floors, and windows in a home. Collect samples and pictures of current materials. Using a catalog, calculate the amounts and costs of materials needed for rooms of specified dimensions. Share completed collections and costs.

* Create a remodeling plan for a kitchen, labeling appliances and work patterns.

HOUSING AND INTERIORS

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Sit silently and all the noises heard at home. List the noises heard and select from a teacher-made chart, an appropriate method of reducing the noise level for each sound "heard." Discuss answers.

* Read a reference article on the effects of loud noise on physical and emotional health. Cite ways to avoid destructive effects of noise in the home environment.

* Invite a speaker from a public utility to explain or demonstrate lighting effects and the energy efficiency of different types of lighting, fixtures, and placements.

* Draw, or find pictures, to create a pictorial essay of "Life Before Electricity." Complete a study guide on energy as used in the home.

* Conduct an energy survey in the family residence. Total the average wattage used per day and the KWH used annually by the student's family.

* Brainstorm energy forms of the future. Discuss pros and cons.

* Compile a list of occupations related to housing. List in order those available upon graduation from high school, and those requiring four years of college or more.

* Plan a "Career Day" for the home economics department, having guests from several areas of housing-related career fields participate on a panel or display in a booth. As a variation, hold a local "Designer's Fair."

* Compute the value of home tasks performed by different members of the family based on the minimum wage per hour. Discuss entrepreneurial opportunities for high school students.

* Develop a bulletin board showing the various types of housing-related services and agencies in the community. Display by separating those which are free and those which are not. Individually record those services which might be helpful to own families during the course of a year.

* Develop floor plans, including blueprint symbols. Determine the storage and organization features on the plans. Share plans and discuss improvements.

HOUSING AND INTERIORS

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Collect and display articles on home safety.

* Invite an insurance agent or fire inspector to class to speak on the most common accidents in the home. Summarize risk avoidance, reduction, retention, and transfer as it pertains to home insurance.

* Study floor plans to determine fire escape routes. List guidelines for an easy exit.

* Invite a police officer to class to discuss home security systems and the neighborhood watch programs.

* Develop a household maintenance schedule, listing tasks to be done daily, weekly, and seasonally. Compile a list of tools, equipment, and materials needed to perform the tasks and estimate cost of each.

* Using a task schedule for home maintenance, brainstorm ways a handicapped or elderly person could get the tasks accomplished.

* Using newspaper "Home" sections or surveying family members and neighbors, compile a "Household Hints" booklet.

* List factors and/or values which influence the selection of labor-saving devices for the home.

* Develop a checklist for purchasing home cleaning equipment and materials. Display articles, or pictures, representing the most effective items for the least money.

* Compare the cost of professional cleaning and maintenance services with the cost of purchasing or renting equipment and materials to "do it yourself." Discuss benefits and disadvantages of each method.

* Analyze magazine ads which sell home cleaning products. Discuss the information given and the influences used.

* Construct a handbook of community resources for information or assistance for housing-related problems.

HOUSING AND INTERIORS

GRADES 11-12

HOUSING AND INTERIORS GRADES 11-12

I. INDIVIDUAL DEVELOPMENT

A. Physiological Differences
   1. Comfort
   2. Satisfaction

B. Social-Emotional Needs
   1. Security
   2. Protection

II. ROLES AND RESPONSIBILITIES

A. Lifestyle
   1. Demographics
   2. Social Activities
   3. Cultural Factors

B. Life Cycles
   1. Adjustments
   2. Specific Needs of Aging

C. Community Member
   1. Public Policies
   2. Historical Preservation
   3. Environmental Ordinances

CONCEPTS

III. CHOICES

- A. Living On Your Own
- B. Influences
  1. Values
  2. Peers
  3. Economics
- C. Interior and Exterior Design
  1. Energy Use
  2. Plants and Trees
  3. Construction Features
  4. Furnishings
- D. Career Planning
  1. Education
  2. Entrepreneurship

IV. PROBLEM-SOLVING

- A. Management of Living Space
  1. Safety and Health
  2. Sharing Tasks
  3. Time and Energy
- B. Consumer Protection
  1. Leases and Deeds
  2. Tenant-Landlord
  3. Ordinances/Laws
- C. Community Services
  1. Utilities
  2. Emergencies
  3. Home Care and Equipment
  4. Information and Assistance

HOUSING AND INTERIORS

GRADES 11-12

COMPETENCIES

- Identifies variations in expression of comfort for individuals.
- Analyzes factors of personal contentment and satisfaction.
- Describes requirements for emotional and physical security.
- Explains the protection functions of living space.
- Identifies housing needs for families of different lifestyles.
- Compares characteristics of lifestyle patterns and housing selections.
- Evaluates housing needs for families in different life cycles.
- Describes techniques for changing housing arrangements in adapting to life cycle changes.
- Analyzes the effects of housing types on family activities.
- Traces the impact of history on current housing styles and trends.
- Analyzes community health and safety ordinances pertaining to housing.
- Identifies the factors to consider in the decision to live on one's own.
- Recognizes various architectural styles.
- Identifies the influences on a family decision to rent, build, or buy.
- Analyzes personal values inherent in housing decisions.
- Identifies influences on personal housing choices.
- Summarizes the relationships between space utilization, interior environment, and family values.
- Evaluates methods of energy conservation in a home.
- Describes advantages and disadvantages in the use of indoor and outdoor plantings.

HOUSING AND INTERIORS

GRADES 11-12

COMPETENCIES

- Identifies the preparation for and availability of careers in the field of housing.
- Lists the types of entrepreneurial occupations which are housing-related.
- Describes ways to reduce safety and health risks in living space.
- Illustrates methods of family task-sharing in home care and upkeep.
- Describes routines used to reduce expenditures of time and human energy in the maintenance of living space.
- Explains consumer protection clauses in leases and deeds.
- Lists the rights and responsibilities of landlords and tenants.
- Identifies local ordinances and codes for housing.
- Identifies community utility services available.
- Outlines precedures for getting emergency services to a place of residence.
- Locates home care services, costs, and availability.
- Lists sources for renting home care equipment.
- Compiles list of community agencies for information and assistance for housing-related problems.

HOUSING AND INTERIORS

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* In groups, build a pyramid composed of terms connected with feelings about housing. Place those of primary importance to the group on the bottom. Compare group pyramids and discuss.

* Play word-association with terms related to living environment including contentment, security, protection, and safety. Summarize the different feelings about the physical and social-emotional functions of living space.

* Write a short story describing an event in an elementary student's life when he/she was lost or locked out of his/her home and had to go to a neighbor's or a stranger's house. Share the stories and summarize with words expressing feelings of stress or fright, connected with an abrupt change in living environment.

* Read a case study of a family and analyze the floor plan of a house or apartment in terms of the housing required by the family's lifestyle, composition, and life cycle.

* Write an essay on life in the city, suburbs, or country. Support the statements made by showing benefits and disadvantages of living space in different locations.

* In groups, compile on newsprint the ways students' families have entertained in their homes. Categorize as to family rituals, neighborhood functions, or community obligations.

* View a film depicting housing alternatives in other cultures. Compare it to housing in the United States.

* Using magazine pictures, create a collage of equipment and furniture that is used primarily for social prestige or entertainment in the home. Discuss and summarize.

* Invite a handicapped person to class, or visit a person in elderly housing. Interview the people to determine particular housing problems associated with their situations. Write a newsletter article summarizing the findings.

* Invite a panel of people representing various stages in the life cycle. Listen to their discussion of housing features they find most enjoyable or necessary.

HOUSING AND INTERIORS

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Bring to class family photos of homes of grandparents, great grandparents, or sketches based on family member descriptions. Discuss factors leading to similarities and differences. Summarize trends in history and influences of geographical location.

* As a long term assignment, study the ordinances and regulations in the community including protected groups, public policies, historical preservation, and environmental standards. Prepare progress reports periodically. Display results, report orally, or compile findings into a booklet.

* Invite a recent graduate to class to relate situations faced in finding housing or experiences in living space if he/she attends college.

* Sort pictures of houses and apartments into groups by architectural styles. Use references to trace the origins and evolvement of style features. Summarize by listing the style features noted in houses in own community.

* Visit a mobile home park or interview a resident. Compile a list of advantages and disadvantages. Write to a mobile home manufacturer for informational material. Post and share returns. Discuss.

* Design a home of the future. Rate designs for acceptability, ease of care, unique features, and conservation of energy.

* Create a new home appliance or an item of furniture. Evaluate according to a checklist of aethestics and function.

* Take a field trip to local neighborhood to observe the styles of homes. Upon return, find names for the styles from references and pictures.

* Ask a manager or owner of a condominium for a copy of the declaration of ownership. Discuss advantages and disadvantages of condo ownership.

* Develop a personal housing checklist, prioritizing the most important factors. Determine career goals and values that may influence housing selection.

* Using newspapers, or obtaining listings from a real estate person, select a first apartment or home based on personal needs and budget. Discuss compromises that were made from the ideal, giving reasons.

HOUSING AND INTERIORS

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Develop "road maps" to future living space, labeling each fork and crossroad with the decision made to build, buy, or rent. Post maps and discuss different decisions.

* Plan a storage space for a specific use in the family home such as yard tools, pool equipment, out-of-season gear, recreational or sports equipment, barbecue-picnic materials, home office space or other such storage. Discuss the relative merits of each plan.

* Complete a worksheet on "How Energy Pollutes." Summarize ways individuals and families can reduce pollution.

* Read a bill from a utility company. Interpret the codes and symbols and research the reasons for specific charges. For answers that cannot be found, write to the utility company for information and for rules by which they are regulated. Post questions and answers on bulletin board and discuss.

* Invite a florist to explain the benefits of plants, inside and outside of the home, as energy savers. Bring plants to class and monitor effects over time on humidity.

* Collect samples or pictures of building materials from the past to the present. Create sketches or simulations of future materials. Discuss changes in construction materials and reasons for changes.

* Collect pictures and samples of ideas for furnishing and decorating. Post in a scrapbook. Discuss how ideas can be modified and alternatives found to achieve a similar effect.

* Using newspapers and a community survey, compile a class list of alternative ways to acquire furniture, appliances, and personal care equipment. List giving estimated costs for each alternative. Make comparisons.

* Research guidance bulletins for occupations related to aspects of living space. Categorize the occupations into groups by necessary personal qualifications and further training or education. Select two occupations appropriate to individual characteristics and goals.

HOUSING AND INTERIORS

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Collect articles and stories about an event in which the protection and security of homes were violated. Interview, or invite to class, a local police officer to speak on methods of home security and safety of the community environment. Compile a summary list of methods to use.

* List a schedule of tasks that must be done in the home daily and weekly. Devise a plan so that all members of a family are involved and all the tasks are done. Vote for the most effective plan and list an idea from each of the plans that is usable.

* Record the number of minutes and or hours taken to do daily routine tasks in the home. Compute the number of human energy units (calories) burned to perform daily tasks.

* Compute the value of household work based on the minimum wage per hour. Discuss the reasons housework is not recognized as an occupation for tax and retirement purposes.

* Read a standard lease translating the language to simple terms. Conduct a "rule hunt," finding clauses concerning noise, pets, security, hours, payments, and other stipulations. Post common rules.

* Read property deed forms. List clauses common to all.

* Develop a checklist of rights and responsibilities for tenants and landlords. Invite an apartment owner and/or a tenant to class to discuss some of the items on the list which cause more misunderstandings than others. Suggest ways to resolve misunderstandings.

* Invite a local building inspector, tax assessor, or real estate appraiser to class. Conduct a question and answer session on local building codes, taxes, and zoning.

* Interview a contractor or other resident dealing with local zoning regulations. List the procedures and people whom they contact in the process of their job, including costs to home owners.

* Develop a "running report board" throughout the period of the study unit, dealing with articles about local codes and ordinances. Discuss additions as they appear.

* Compile a handbook, or create a computer disk, of community utilities and emergency services available.

PERSONAL GROWTH

PERSONAL GROWTH

CONCEPTS	GRADES 6-8
	SELF-AWARENESS
I INDIVIDUAL DEVELOPMENT	A. Social-Emotional Characteristics B. Learning Tasks C. Physical Growth and Change
II ROLES AND RESPONSIBILITIES	A. Friendship B. Opposite Sex C. Family Relationships D. Membership
III CHOICES	A. Decision-Making Process B. Health and Fitness C. Influences D. Leisure Time E. Career Awareness
IV PROBLEM-SOLVING	A. Recognizing Personal Problems B. Coping with Family Situations C. Resources

OVERVIEW

GRADES 9-10	GRADES 11-12
SELF-CONCEPT	**SELF-IDENTITY**
A. Heredity Factors	A. Social Growth
B. Environmental Influences	B. Emotional Balance
C. Social-Emotional Needs	C. Cognitive Abilities
D. Intellectual Skills	
A. Building Personal Relationships	A. Independence
B. Sexuality	B. Relationship Patterns
C. Family Life Cycle Stages	C. Marriage
D. Community Participation	D. Community Contribution
	E. Productive Employment
A. Decisions with Risks	A. Family Health
B. Alternatives to Risk-taking	B. Lifestyles
C. Career Exploration	C. Value-Moral Systems
	D. Career Preparation
A. Reducing Personal Problems	A. Resolving Personal Problems
B. Coping with Family Disruptions	B. Coping with Family Crises and Change
C. Recognizing Need for Intervention	C. Intervention

PERSONAL GROWTH GRADES 6-8

I. INDIVIDUAL DEVELOPMENT

A. Social-Emotional Characteristics
   1. Values and Goals
   2. Behavior Patterns
   3. Personality Types
   4. Self-Image

B. Learning Tasks
   1. Individual Differences
   2. Two-Way Communication
   3. Information Sources

C. Physical Growth and Changes
   1. Hormones
   2. Appearance

II. ROLES AND RESPONSIBILITIES

A. Friendship

B. Opposite Sex

C. Family Relationships
   1. Understanding Parents
   2. Getting Along with Siblings
   3. Sharing Activities and Space
   4. Caring for Others

D. Membership
   1. Family
   2. Community

CONCEPTS

III. CHOICE

- A. Decision-Making Process
- B. Health and Fitness
  1. Prevention of Health Problems
  2. Diet
  3. Harmful Substances
- C. Influences
  1. Peers
  2. Media-Advertising
  3. Adult Models
- D. Leisure Time
- E. Career Awareness
  1. Personal Future Goals
  2. Teen Opportunities

IV. PROBLEM-SOLVING

- A. Recognizing Personal Problems
  1. Conflict
  2. Depression
  3. Stress
- B. Coping with Family Situations
  1. Changes
  2. Emergencies
- C. Resources

PERSONAL GROWTH

GRADES 6-8

COMPETENCIES

- Identifies personal values.
- Lists short and long-term goals.
- Identifies factors influencing behavior patterns.
- Compares personality types.
- Describes personal strengths and weaknesses.
- Defines a positive self-image
- Explains the effects of heredity and environment on learning.
- Describes individual differences in the performance of learning tasks.
- Gives examples of two way communication.
- Demonstrates effective communication techniques.
- Shows proficiency in using a variety of information sources.
- Describes hormone changes during puberty.
- Identifies individual differences in physical growth patterns.
- Lists features of physical changes during adolescence.
- Identifies the various social roles played by middle school students.
- Defines friendship.
- Describes features of satisfying friendships.
- Compares friendships between peers of the same sex and of the opposite sex.
- Identifies responsibilities in dating relationships.
- Defines "generation gap."
- Identifies ways to develop positive parent-teen relationships.

PERSONAL GROWTH

GRADES 6-8

COMPETENCIES

- Describes methods of creating harmony with siblings.
- Relates the importance of family members participating in activities together.
- Give examples of ways family members share space.
- Compares the functions of shared family space and private space.
- Outlines the characteristics of a contributing family member.
- Describes features of community membership.
- Gives examples of ways teens can contribute to the care of children and elderly.
- Identifies evidence of commitment as a community member.
- Outlines the steps in the decision-making process.
- Lists preventive measures for reducing safety and health problems.
- Describes personal routines for optimal health and fitness.
- Compares individual food intake with guides for adequate nutrition.
- Describes the relationship between food habits and physical appearance.
- Identifies the common motives for harmful substance use.
- Lists the characteristics of substance abusers.
- Describes ways to "feel good" without using harmful substances.
- Identifies various influences for engaging in unhealthy activities.
- Relates techniques for resisting influences to use hazardous substances.
- Compares alternate uses of leisure time.
- Identifies future occupational options.

PERSONAL GROWTH

GRADES 6-8

COMPETENCIES

- Compares career goals in terms of personal qualifications and interests.
- Lists current work opportunities for teens in the community.
- Identifies common personal problems facing young people.
- Describes family changes producing stressful reactions.
- Identifies techniques for coping with conflict and stress in families.
- Outlines the steps for common health and accident emergencies.
- Lists resources in the community available to help with with personal and family problems.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Design a coat-of-arms crest with symbols representing personal and family values.

* Write a paragraph on "What's Good About Being My Age," or "Who Am I?"

* Complete a form listing goals for the following week, for the month ahead, and for two and five years in the future. Arrange each list in order of importance. Compare lists with other students for similarities and differences.

* Watch television family shows and record actions that are also done by the student or his/her family. Compile lists of behaviors and discuss sources and consequences of the actions observed.

* Construct a collage depicting personalities. Write one or two-word captions for the pictures, identifying the personality portrayed.

* Working in small groups, list personality traits of a well-known person admired by the group. Individually, compare the list of traits with those personally possessed and/or those the student wishes to possess. Discuss ways to attain the traits and the positive and negative aspects of emulation. Form a plan for acquiring desirable traits.

* Plot personal characteristics on a graph showing relative weaknesses and strengths. Compare and discuss profiles.

* Survey friends and family members for their definitions of "positive self-image." Compile the results of surveys and post common terms used in the definitions.

* Develop study centers containing simulations of various intellectual tasks: reading, writing, speaking, manipulating, sorting, classifying, rank-order sequencing, conserving, and creating. Record abilities and reactions on an activity sheet.

* Plan a panel discussion, "How a Pet Learns: Instinct or Training." Compare elements of pet learning to hereditary and environmental aspects of human learning.

* Conduct a "scavenger hunt" to find places for obtaining information. Classify and file by subject or skill area into a class "Resource Box." Each student will identify a well-used source and a new one to try.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Construct a poster of "Do's and Don'ts" in developing a plan of action for improving study habits.

* Write a "First-Person Profile" about the mental skills which give the most satisfaction or trouble.

* Present a computational problem with several ways available to reach a solution: computer, calculator, written material, visual, or auditory material. Solve the problem, then form groups to compare methods and discuss preferences.

* Watch a television program with the sound turned down. Take notes about what appears to be happening based on gestures, emotions, and other clues. Turn volume up and darken the screen with the contrast control; take notes again on what is happening. Compare notes with each other and determine the essential elements of effective communications.

* Practice non-verbal communication (body language) by playing charades.

* Observe people in a crowded room. Notice the differences in distances between those talking together and reactions when a new person nears those communicating. Share observations with class members. Draw conclusions.

* Fill a "Me Bottle" or a "Me Box" with small tags containing descriptions of self.

* Decorate a paper "T-Shirt" with characters and words reflecting own self.

* Draw a caricature of self as a first-grader. Note changes from then to present time, or draw a current likeness and make comparisons. Discuss similarities and differences found by class members.

* Brainstorm words people use to describe feelings. On unsigned cards, write feelings students have about their changing bodies. Compile a list of shared feelings.

* Read case situations containing examples of mood swings during puberty. Discuss stories and make suggestions.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Use overhead transparencies with outlines of male and female bodies. Label locations of glands, organs, and hormones involving changes during puberty. Complete study guides accompanying the presentation.

* View old year book pictures of a previous generation. Note physical differences between students in group pictures and today's students. Summarize.

* Brainstorm male and female descriptors. Separate physical terms from social-emotional terms. Discuss myths and facts of gender identity.

* View, or discuss, old television shows in which current stars once played. Observe physical characteristics which changed or remained identifiable.

* Look through photos of family groups. Pick out features which appear as a family characteristic from one generation to another.

* Complete an exercise, indicating whether it is a POSITIVE or NEGATIVE attitude beside each example of common family activities. Tally to obtain a generalized attitude score.

* Using magazine pictures, create a collage showing various roles students play at home, school, and in the community. Compile list of roles found.

* Create puppets and write a skit showing social roles of middle school students.

* Find examples from television programs of ways male and female roles are portrayed. Post descriptive terms under MALE and FEMALE headings. Prepare a panel debate: "Does Television MIRROR or MOLD Real-Life?"

* Brainstorm ways being a member of a group helps people. Include additional ideas by conducting a survey. Discuss names for different groups of people such as cliques, clubs, or association, and add to list as new terms are discovered.

* Survey classmates and friends for qualities they look for in their friends. Compile the list on chalkboard in rank-order of the most important feature to the least important as voted by class members.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Prepare a poster of pictures depicting "My Friends" including all ages. Relate or label why each is a friend and what each person needs or receives from the friendship.

* Read Charlie Brown's book, FRIENDSHIP IS... Write a short synopsis.

* Write a paragraph on "What I Expect of Friends and How I Am a Friend."

* Read a case study about a couple who began to "steady date" at grade seven. Write, or audiotape, the feelings the students would have if they were in the story and the person of the opposite sex broke off the relationship abruptly. Read the reactions, or listen to the tapes, and summarize class attitudes.

* Interview parents and peers on their opinions about the appropriate age to begin dating. Compare responses and show the range of ages and an average.

* View a teacher outline of family functions written on a chalkboard, poster, or overhead transparency. Fill in with examples of ways their own families fill those functions.

* Interview parents, grandparents, and older siblings about what being a "teen" was like when they were growing up. Share findings in class.

* Role play two siblings, one neat, the other sloppy. Discuss the conflicts portrayed and ways to resolve them.

* Use a thesaurus to find new words for paying a compliment to a parent or sibling.

* Make a poster entitled, "SUPER SIBLINGS" and include terms, descriptions, pictures, and shared activities. Discuss cooperation versus rivalry.

* Role play a family meeting for the purpose of discussing parents' expectations of children. Rate the parents' expectations on a scale of 1, for realistic, to 5, for unrealistic.

* Watch television programs portraying siblings. Record relationships as real-life or not real-life. Compare records and summarize by making a statement about the authenticity of television programming.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Write a one-page story about either Frankie Firstborn, Yvette Youngest, Michelle Middle Child, Oscar Only Child, or Tommy and Tanya Twins, selecting the one of own birth order. Share effects of birth order on the characters in the stories.

* Play charades of jobs students can do to help at home.

* On a listing of rights and responsibilities, check those children and parents have to each other. Tally those items checked and summarize with a statement of ways to increase one's responsibility score.

* Prepare a first-person report, oral or written, as a result of an interview with a person for whom the student babysits, does chores, or delivers newspapers. Compile characteristics of responsibility contained in the reports.

* Working in pairs or small groups, formulate a problem on a card. Exchange cards and follow a decision-making sequence to solve the problem. Explain the decision and the reasons for the alternatives considered but not followed.

* Write letters to community agencies asking for ways teens might contribute time and or skill to community projects. Construct a "Volunteer Bank" display of responses.

* Close their eyes and imagine "walking through" a day's activities. List all possible hazards encountered; share lists. Develop guidelines for preventing accident and illness.

* Compute calories needed for a typical day, using charts of calories needed for different activities. Show ways to balance intake with outgo.

* Go for three days without eating any sugar. Keep a log of how they feel and what they think about it. Report to class.

* Develop "Snack Info Centers" providing materials showing foods with hidden fat, sugar, and salt. Complete activity sheets at each center. Take a post-experience quiz.

* Conduct a poster contest for features of good health and fitness.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Tell "Old Wives Tales" about health and fitness beliefs carried down through families. Debate: "Myths or Facts."

* Invite a representative of the police force or a social agency to discuss substance use and abuse. Write a summary paragraph giving information learned from the presentation.

* Watch television for two hours. Record all events or commercials showing the use of alcohol and cigarettes.

* Survey smokers on the reasons for smoking, starting age, if they have tried to stop, why they continue if they know it is harmful and advice for those who have not started to smoke. Compile answers and write a school newspaper article on the findings.

* Invite a guest speaker from Alateen, MADD, or SADD to discuss alcoholism and its effects on personal health and relationships.

* Present a panel of young adults who formerly drank to excess and who found alternative activities. Prepare poster of things to do instead of "recreational drinking."

* Brainstorm healthy outlets for teenage energy.

* Survey older students and siblings for alcohol use. Tally results. Compare findings with published reports or those available from the school guidance office or the nurse.

* Compose a mini-drama to illustrate actions for resisting peer pressure to use harmful substances. Summarize methods shown. Invite a coach or English teacher to present techniques of saying "no."

* As a group project, develop a career wheel of occupations in the home economics fields. "Spin the Wheel" to observe and list possibilities appropriate for individual interests and abilities.

* Play "Match Game" with cards of personal qualifications and job requirements. Conclude with identifying occupational clusters appropriate to each student.

* Compile results of a survey of jobs available to teens in the community. List hours, wages, special requirements, and contact people on a JOB BOARD.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Take a tour of the school cafeteria, recording the job titles and tasks found.

* Brainstorm typical problems for young teens. Write a letter to "Dear Abby" describing one problem. In small groups, determine a solution. Discuss pros and cons of suggested solutions.

* Play an "auction game" with leisure time activities on cards, recording the amount of token money offered for each activity. List the activities in order of the highest value to the lowest value as "bid" by the class.

* Collect unsigned cards from class members who have moved during their lifetime, stating feelings and experiences they had. Also collect unsigned cards from those who have not moved, stating feelings or expectations they would have if they had to move for the first time. Form groups and compare feelings of the ways moving affects family members.

* Hold buzz session to produce ideas about events causing negative feelings. Draw faces to denote differences between seriousness, sadness, and depression. Display faces and suggest ways to relieve negative feelings.

* Use puppets to act out situations arising when an older relative moves in with the family. Develop guidelines for preventing or easing problems.

* Adopt a "grandparent" from elderly housing for one week. Share experiences about aging with class members.

* Role play the effects of change in the family structure on each member of a family. Discuss ways to cope with change.

* Invite a guest speaker from a social agency or self-help group to describe the function of "hot lines" and crisis centers. Post telephone numbers and reasons to contact the centers and/or a hot line.

* On the board, write 5-10 general causes of depression for young people. Rate each cause on a scale of 1-5, individually, and then tally scores for a group score. Discuss ways to deal with the causes given highest scores.

* Invite the school psychologist to present characteristics of a potential suicide and steps to take.

PERSONAL GROWTH

GRADES 6-8

LEARNING/EVALUATIVE EXPERIENCES

* Develop a plan for an emergency escape for each student's family. Exchange plans and critique each other's plan. Make improvements. Prepare a notice to post at home.

* Compile a student-made handbook of community sources giving information and assistance for personal and family problems.

PERSONAL GROWTH

GRADES 9-10

PERSONAL GROWTH GRADES 9-10

I. INDIVIDUAL DEVELOPMENT

SELF-CONCEPT

A. Hereditary Factors
B. Environmental Influences
C. Social-Emotional Needs
D. Intellectual Skills

II. ROLES AND RESPONSIBILITIES

A. Building Personal Relationships
   1. Communication
   2. Expressions of Love
   3. Dealing with Authority
B. Sexuality
   1. Unwanted Pregnancy
   2. Sexually Transmitted Diseases (STDS)

CONCEPTS

III. CHOICES

- A. Decisions with Risks
  1. Physical
  2. Social
  3. Emotional
- B. Alternatives to Risk-taking
- C. Career Exploration

IV. PROBLEM-SOLVING

- A. Reducing Personal Problems
  1. Common Problems
  2. Crisis Situations
- B. Coping with Family Disruptions
  1. Causes of Family Conflict
  2. Mechanisms for Coping
- C. Recognizing Need for Intervention
  1. Home Care
  2. Need for Professional Help

PERSONAL GROWTH

GRADES 9-10

COMPETENCIES

- Explains the process of genetic transmission of physical features.
- Identifies forces in the environment shaping the individual.
- Gives examples of social and emotional needs of humans.
- Identifies methods of strengthening learning abilities.
- Analyzes factors of effective communication.
- Lists social and emotional factors of maturity.
- Evaluates measures of intelligence.
- Identifies legal rights and corresponding responsibilities associated with independence from family.
- Identifies various expressions of liking and loving.
- Outlines constructive ways to deal with authority.
- Explains the consequences of "going steady" at a young age.
- Lists the socialization functions of a family.
- Analyzes problems faced by single and teen-aged parents.
- Relates personal responsibilities in preventing the spread of sexually transmitted diseases.
- Compares the changing roles and responsibilities of family members throughout the life cycle stages.
- Gives examples of various contributions young people can make to enhance community life.
- Identifies consequences of present decisions to future health and happiness.
- Delineates constructive alternatives to activities with potential hazards.
- Describes characteristics of a mentally and emotionally well-adjusted person.
- Identifies the interests, aptitudes, and education necessary for entering human service professions.
- Lists personal problems common to young adults.

PERSONAL GROWTH

GRADES 9-10

COMPETENCIES

- Lists warning signals of a potential suicide.
- Outlines procedures to follow to help prevent a possible suicide.
- Analyzes common causes of family conflict, abuse, and violence.
- Relates mechanisms for coping with a family member who is a substance abuser.
- Lists guidelines for home care of a sick person.
- Describes family situations requiring professional help.
- Locates source of family help in the community.

PERSONAL GROWTH

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Bring in photos of family members to illustrate inherited physical characteristics. Research newspaper and magazine files for pictures of family groups. Separate features under headings of dominant or recessive gene.

* Compile descriptive traits for siblings and self. Compare the traits shared through heredity and those shaped by environmental influences. Discuss possible situations of environment leading to differences.

* Interview parents about personality student had when a baby and how parents responded to it. Write a paragraph including the features of personality that still remain or have changed.

* Collect illustrations or cartoons from magazines and newspapers representing exaggerated student self-perception. Post without names and conduct a guessing game to match pictures to students.

* Make a list of personal strengths; exchange with a class member to confirm or refute the list. Relate the strengths to personal self-concept. Design a bumper sticker announcing the "new" person based on strengths and positive self-image.

* Write a narrative autobiography or a pictorial account of own personality.

* Working in pairs, answer two sentence completion exercises for characteristics of self and partner. Exchange and compare. Discuss realistic perceptions.

* Write a skit from the viewpoint of a creature from a far planet describing the social and emotional needs of people on Earth. Share stories and provide suggestions for ways to meet the social and emotional needs identified in the skits.

* Invite a guidance counselor to explain tests used to determine intellectual capacity. Discuss ways to increase scores and improve mental abilities.

* In small groups, write sample questions for an "ideal" intelligence test. Share work. Discuss what is measured.

* Given a card with 5 doodle fragments, create a bird from the doodles. Share pictures. Discuss the testing of creativity.

PERSONAL GROWTH

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Tape, or videotape a conversation between two students. Analyze for examples of blocks and facilitators.

* Practice sending "I Messages" and "Reflective Listening."

* Select two students, one to follow directions given by the other on how to make a sandwich (or to create a design on the board) using only one-way communication. Observe difficulties.

* Compile examples of body language in a student booklet. Make observations over a two-week period.

* Complete a "Friendship Quotient" checklist, "auctioning off" personal qualities to the highest bidder. Summarize by listing the highly valued traits "bought" by most students.

* Develop lists of animate and inanimate objects representing common things in a student's daily life. Assign different terms of "like" or "love" to each item. Compare the use of terms.

* Complete the unfinished sentence, "Love is..." Share answers and develop a list of common features. Cut out pictures illustrating expressions of love; post and describe.

* Role play examples of the types of transaction as depicted in Berne's Transactional Analysis.

* Listen to the "Top 40" radio station for one hour. List all the song titles dealing with male-female relationships. Compare current popular music with that of the 1950's and '60's. Discuss how music reflects changing morals and cultures.

* Interview older people to determine how dating has changed over the generations.

* Interview someone born and brought up in another country. Compare how dating customs differ from those in the U.S.A.

* Perform a minute-drama relating problems teens encounter with parents over relationships with the opposite sex.

* Interview students from a middle school regarding dating behavior and preferences.

PERSONAL GROWTH

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Anonymously, on an index card, define love. On the reverse side, describe how love is shown in own family. Trace the development of love from infancy to adulthood.

* Analyze common misbeliefs about love such as love is blind, jealousy equals love, violence shows intensity of love, or sex is love.

* Design valentines with original love messages.

* Use a decision-making model to illustrate the consequences of participating in pre-marital sex.

* Role play responses to "lines" used by both sexes for influencing a partner to engage in sexual activity.

* Brainstorm symbols and titles of authority. Discuss the function of each item and the consequences if the symbolized authority was not in existence or was not followed. Write a summary paragraph on "Authority in a Democracy."

* Design a hand-out sheet of authority symbols with an attitude scale for each symbol. Determine individual attitude score and compare with other students and with older and younger people by surveying.

* Draw a full-figure caricature of self at age 30. Draw arrows on and around the picture at points people will criticize. Plan ways to prevent or deal with the criticism in a "Contract With My Future."

* View a film on teen-age pregnancy. Complete a film study guide. Discuss the consequences and options available. Form groups to research options including abortion, adoption, marrying, or becoming a single parent. Report pros and cons for each option. Show a film for a teen father. Compare options and experiences with that of a female parent.

* Invite a single teen parent to class to join an informal question and answer session. Prepare questions on unsigned cards in advance. Take notes during discussion and after discussion, compose a factsheet including the advantages and disadvantages of being a teen-aged, single parent.

* Write to the local public health bureau, or interview a health professional, to obtain current information about venereal disease including numbers, types, prevention of, treatment for, and suggestions to reduce incidences. Compose a bulletin to post. Write a "Declaration of Responsibility" in the style of a legal document, summarizing personal attitude.

PERSONAL GROWTH

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* View television program on currently prevalent sexually transmitted disease. Share comments with class members.

* Hold a mock "Family Forum." Each member will prepare to contribute one benefit or function of a family in turn with the privilege of playing or passing each time around. Record the contributions on the chalkboard, continuing until class believes all possibilities are exhausted. Separate recorded words into groups as physical, social, emotional, or mental.

* View a chart of family life cycles with identifying labels and descriptions of family activities. Identify the stage of their parents, writing characteristics to support their decision.

* Review census data on the structure of a typical American family. Relate how society has changed in regard to the data. Compare to the traditional family of "two parents, two children, and one dog."

* Analyze currenlty popular songs dealing with drinking or drug use. Discuss the effects of these songs on the activities of teen-agers.

* Invite the school nurse or doctor to explain the medical uses for drugs which are commonly misused, including expected physical results of prolonged non-prescribed use. As a follow-up exercise, write an ad or jingle to encourage appropriate use only.

* Complete a checklist of indicators of positive mental health to determine personal status. Discuss signs indicating when "normal" behavior becomes "abnormal."

* Develop hand puppets and a script for presenting "Huff 'n Puff Players" to elementary school children about the risks of smoking.

* Compile lists of things which caused students to "feel good" as a result of natural events. Summarize by noting the ways substance abuse reduces the occurrence of natural ways to feel good.

* Maintain a journal, "This is Who I Am," writing a few sentences or a paragraph identifying characteristics, feelings and attitudes after class work on self-awareness topics. Utilizing the information collected, compose a letter of application for an after-noon or summer job.

PERSONAL GROWTH

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Using an occupational data-base, generate printouts of human services occupations. Evaluate the personal characteristics required for each job. List the common terms used across human services occupations.

* Collect examples of typical teen-age problems. Break into groups to develop solutions, including resources to be used. As a group, select the "best" solution and use of resources.

* Invite a psychologist to speak on suicidal behavior and steps to take if an acquaintance has threatened suicide.

* Participate in a buzz session; the topic, "Violence and Abuse in American Families." Arrange incidents on a value line with the most serious and difficult to solve at one end to the easiest on the other. Discuss points where there is wide disagreement between students for an incidence. Analyze the factors involved when mild forms become serious.

* Invite members of Parents Anonymous, or other support group for family problems, to present typical experiences and sources of assistance.

* Based on personal experiences, experiences of others read or heard about, or invented experiences, write two versions of a story about family conflict, disruption, or violence. Include in both versions the objective facts of the story, but write the first time from the viewpoint of the perpetrator and the second time from the viewpoint of the victim. Compare feelings of each viewpoint and explore hints of the past and future of both characters.

* Brainstorm a list of common conflicts which occur in families and suggest ways that conflicts are handled. Develop a chart as follows and write a number under method of handling and under each set of people involved.
1 = never; 2 = sometimes; 3 = almost always; 4 = always.

* Categorize each method of handling each conflict as to the people who might be involved (spouse-spouse, parent-child, child-child) and the frequency of each pair of people involved (one for never, two for sometimes, three for almost always, and four for always). Tally scores to determine who is involved the most and which methods are used most often.

PERSONAL GROWTH

GRADES 9-10

LEARNING/EVALUATIVE EXPERIENCES

* Survey friends and family for ways they use to cope with difficult events in their lives. Share coping strategies through class discussions, charades of methods, or a poster with pictures, sketches, or terms.

* Summarize readings about skills used in the home care of sick people. In pairs, role play techniques for feeding, washing, changing a bed, and entertaining a patient.

* Select problem cards from a box. Decide individually if professional help is needed for the problem, and present decision with reasons to class. Class will accept or amend decision.

* Plan and assemble a "Family Resource" panel with social studies and health classes, and guidance. Agencies providing help for families will provide booklets, information and question and answer sessions.

PERSONAL GROWTH

GRADES 11-12

PERSONAL GROWTH GRADES 11-12

I. INDIVIDUAL DEVELOPMENT

SELF-IDENTITY

A. Social Growth
   1. Egocentrism to Maturity
   2. Adapting to Cultural Norms

B. Emotional Balance
   1. Mood Expressions
   2. Appropriate Reactions

C. Cognitive Abilities
   1. Thinking Styles
   2. Types of Intelligence

II. ROLES AND RESPONSIBILITIES

A. Independence

B. Relationship Patterns
   1. Defense Mechanisms
   2. Conditioned Behavior

C. Marriage
   1. Customs
   2. Commitment

D. Community Contribution

E. Productive Employment
   1. Employee/Employer Rights and Responsibilities
   2. Pride and Identity

CONCEPTS

III. CHOICES

A. Family Health
   1. Mental
   2. Physical

B. Lifestyles
   1. Variations of Types of Family Groups
   2. Single Person Home
   3. Dual Career

C. Value-Moral System

D. Career Preparation
   1. Human Services
   2. Educational Requirements

IV. PROBLEM-SOLVING

A. Resolving Personal Problems
   1. Stress
   2. Adjustments

B. Coping with Family Crisis and Change
   1. Reorganization
   2. Violence and Abuse
   3. Aging-Retirements
   4. Death

C. Intervention

PERSONAL GROWTH

GRADES 11-12

COMPETENCIES

- Identifies ways individuals differ in social and emotional maturity.
- Compares theories of personality and cognitive development.
- Identifies differences in cultural orientation.
- Analyzes appropriateness of personal reactions and mood expressions to specific social situations.
- Describes various learning styles and types of intelligence.
- Identifies developmental areas for self-improvement.
- Analyzes factors of independence.
- Describes defense mechanisms in common use.
- Differentiates between given, learned, and chosen roles.
- Identifies areas of role conflict in relationships.
- Explains the process of conditioning in social behavior.
- Describes changes in traditional sex roles and responsibilities over time.
- Identifies characteristics of responsible adult relationships.
- Identifies factors in mate selection for marriage.
- Analyzes features of successful marriages.
- Relates the value of community service.
- Describes elements of dependability and commitment in employer-employee relationships.
- Explains the relationship of personal pride and identity to productive work.
- Explains the interactions of environmental factors and family lifestyle.
- Describes the effects of individual mental and physical health problems on family members.

PERSONAL GROWTH

GRADES 11-12

COMPETENCIES

- Identifies the advantages and disadvantages of various lifestyles.
- Compares the different roles played by family members.
- Evaluates the benefits and satisfactions from having membership in a family group.
- Evaluates own personal value-moral system.
- Identifies the requirements for entry into human service occupations.
- Outlines methods of adapting to life changes.
- Identifies sources of stress and conflict in relationships.
- Lists forms of family violence.
- Describes types of intervention mechanisms for family problems.
- Relates physical, social, emotional, and mental changes in the aging process.
- Outlines the stages toward the acceptance of death.

PERSONAL GROWTH

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Survey school mates for descriptions of maturity that they see in others and that they believe they possess. Arrange the descrptions in lists under the headings of social, mental, emotional, and physical maturity. Rearrange the lists in order of most observed to least observed for their own age group. Draw conclusions.

* Read references with outlines of development theories proposed by Piaget, Erikson, and Maslow. Determine own personal position in all three. Compare with classmates positions.

* Listen to a tape of the folksong and television theme song "Different Strokes for Different Folks." Compose a song, or lyrics for a song, depicting the views that the student's family of origin held. Share songs.

* Complete a questionnaire on own family orientation as to work, rituals, disciplining methods, and other characteristics. Analyze which of the characteristics will continue in the student's future life. Discuss which of the features do not change as much as other features of families.

* Play the "Who Are You" interview game in pairs. Repeat the question "Who are you?" ten times to the partner who responds with a different answer each time beginning with, "I am." Jot down each answer as it comes quickly to mind. Compare the partner's list for similarities and differences. Repeat the interview game with an older family member and compare with student responses.

* Conduct a small group discussion of different moods observed in families and in school. Discuss probable causes of and remedies for disruptive moods. Conclude by giving examples of differences between moods and personality behavior needing attention.

* Divide into four groups; solve a problem reflecting four different learning styles. Compare methods.

* Invite a psychologist or educator to present current information on right-left brain theories and influences on learning. Each identify his/her dominant style and formulate ways to increase use of the secondary styles.

* Write a self-improvement contract and place in a simulated "time capsule" to be opened at the end of the school year. Evaluate to determine successes and failures.

PERSONAL GROWTH

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Compose an acrostic of the word INDEPENDENCE, finding terms and features pertaining to its meanings for each of the letters.

* Play charades depicting defense mechanisms, exaggerating the behaviors. Discuss those which are indications of poor mental or social-emotional adjustment. Summarize the reasons for self-protecting behaviors.

* Role play an unhealthy relationship resulting from exploiting, manipulating, or leading someone on. Discuss results of the relationships portrayed.

* Survey television, movies, magazines, or texts, for evidences of sex stereotyping. Post findings on bulletin board.

* Observe nursery school children for examples of learned sex role behavior.

* Develop a collage with pictures of males and females expressing feelings differently. Compare picture portrayals to real-life.

* Compile a list of emotional needs that are met through adult relationships. Compare to emotional needs met through relationships between children.

* Find stories in the newspapers expressing "true love." Compare with examples of sexual gratification.

* Debate the topic, "For or Against Living Together Before Marriage" or the topic, "Sex Before Marriage, Pros and Cons." Scorekeepers tally points made and supported by both sides to determine the winning team.

* Read current literature about couples living together prior to marriage. Determine the expression of values.

* Interview males and females about their definitions of love and its relationship to sex. Compare answers.

* Hold a discussion of different lifestyles including singles, marrieds, and mingles. Present advantages and disadvantages of each lifestyle.

* Invite a member of the clergy to explain the function and methods of premarital counseling.

* Debate the pros and cons of pre-marital contracts.

PERSONAL GROWTH

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Create a display of symbols used in marriage ceremonies.

* Role play a newly-married couple facing typical conflicts. Define unrealistic expectations.

* Read case studies of couples whose engagements are experiencing trouble. Discuss ways to help the couples reach solutions.

* Invite a marriage counselor to describe the function of premarital written compatability tests and to give examples of common findings from the use of these tests.

* Interview people at various stages in the life cycle. Report how they feel about the traditional compared to the changing sex roles.

* Interview or read about people of various cultures to learn marriage customs and rituals. Design a bulletin board display to illustrate findings.

* Research marriage laws in various states. Compile a fact-sheet of laws.

* Invite a bridal consultant to class to provide costs of weddings and options available. Using additional references, plan a low cost, moderate cost, and high cost wedding.

* Collect information from divorced people, counselors, and attorneys about the cost of obtaining a divorce. Compare costs and identify a range of prices. Relate the differences in prices to the components of the divorce.

* Survey people who have been married less than one year, five years, fifteen years, or over twenty years about their expectations of and the realities of marriage. Make a chart of answers categorized by the length of each marriage.

* Collect newspaper notices of dissolved marriages. Compile data according to the length of marriage and the reasons given for the dissolution.

* Compose a word scramble containing terms representing common marital problems such as money, sex, communication, culture differences, in-laws, children, or work.

* Interview employers to determine qualifications desired in employees of human services occupations. Compile a list of characteristics found in most jobs and those unique to specific jobs.

PERSONAL GROWTH

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Survey human service organizations for volunteer services needed. Develop a handbook listing specific volunteer jobs describing the characteristics desirable for each. Categorize the organizations requesting volunteers according to the age group of people for whom services would be provided.

* Survey a family member to determine health conditions and accidents causing deaths. List ways family members can reduce the possibility of it happening in own family. Compile a class list of common causes of deaths from diseases or accidents describing preventive measures to take.

* Read a family health text or references to find general health guidelines considered as preventive. Develop a list of guidelines. Considering own family, check each guideline as to whether own family follows it always, often, sometimes, or never. Discuss results and suggest ways to improve family's behavior.

* View television shows and list the various diseases and conditions mentioned. Discuss how accurately television reflects societal conditions and the actions seen possibly leading to unhealthy conditions.

* Interview couples who both work outside the home. Discuss how each copes with the dual roles.

* Read about, or talk with, someone who has attempted to live in voluntary simplicity. Summarize the costs involved and the advantages and disadvantages.

* Using a values clarification exercise such as Alligator River, identify which stage of moral development each character displays.

* Complete background information about a job of the student's choice, including availability, preparation, wages, and tasks performed as part of the job.

* List the aptitudes and interests for first career choice. In the Dictionary of Occupational Titles, locate the descriptors for the occupational clusters which require similar aptitudes and interests. Identify jobs most interested in as well as second and third choices.

PERSONAL GROWTH

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCES

* Complete a stress test giving scores for each item. Evaluate results to determine if student is type A or Type B personality. Plan ways to reduce the effects of stress causing events.

* In unsigned cards, write on one side events which cause feeling stress and on the other side physical reactions to the stressors listed. Discuss long-term effects if stress situations continue at the same level.

* Interview people who are members of a blended family. Determine the problems encountered and the adjustments made as a result of the remarriage.

* Invite a guest speaker from a woman's shelter to discuss spouse abuse and the protective measures to take. Outline the facilities provided in a shelter and who is eligible to participate.

* Role play a date-rape situation. Discuss alternative ways to handle the situation and evaluate each.

* View a television show depicting spouse abuse. Discuss abusers who were abused themselves in their past.

* Interview a representative from Child Protective Services on how to identify child abuse and neglect. Describe the process for reporting abuse and/or neglect and discuss what happens after it is reported.

* Prepare a list of criteria for the selection of a nursing home for an elderly relative. Discuss the alternatives to a nursing home. Identify the emotional stress caused by the decision to place a parent in a nursing home.

* Visit a local convalescent home or senior citizen center. Speculate as to why there are differences in the physical abilities of residents.

* Role play a conversation between several senior citizens bringing out the positive and negative aspects of aging.

* Research the lives of famous people who are over 65. Analyze the differences in the way people react to aging.

* Debate the issue of mandatory retirement.

PERSONAL GROWTH

GRADES 11-12

LEARNING/EVALUATIVE EXPERIENCE

* Discuss ways society is responding to the needs of the increasing population of elderly citizens. Compile a list of areas in which society has not kept up with the rapid increase.

* Invite a guest speaker from a hospice to describe resources available for the dying and members of their families.

* Discuss the topic, "People who wish to should be allowed to die." Divide into two sides of the issue and explain reasons for each side.

* Invite a funeral director to discuss the costs of funerals, the functions of funerals in our society, and the alternatives provided through memorial societies. Discuss the differences between a funeral and a memorial service.

* Invite a representative from the clergy to discuss the nature of funeral services, eulogies, and bereavement.

* Debate the pros and cons of euthenasia, living wills, organ donation, body donation, and other practices related to death.

* Write your own obituary.

* In small groups, discuss types of "death" other than physical.

* Invite a representative from Alcoholics Anonymous to explain the process of intervention for family problem situations. Compile a list of intervention agencies and post on the bulletin board.

APPENDIX A

While recognizing that each person follows a planning process uniquely his/her own, an example of a lesson plan based on concepts, competencies, and learning/evaluative experiences found in the curriculum guide follows showing one teacher's interpretation of this process. Mrs. Gina Cohen, chairperson of the Clothing and Textiles section developed the following lesson plan.

Below are the items found in the curriculum guide on which the lesson was based. The numbers to the left indicate the pages where each may be found.

Overview, page 42, 43	II. Roles and Responsibilities	B. Past, Present, and Future Factors

Concepts, page 54

II. Roles and Responsibilities
B. Past, Present, and Future Factors
2. Stage Costuming

Competencies, page 57

- Explains the function of costuming in special events and entertainment.

Learning Experience, page 60

* View a school play in rehearsal without costumes or perform a short skit to play in the classroom without costumes. View, or do, the same performance with costumes. Discuss the effects of costuming on plays or on real life roles.

LESSON PLAN

Clothing and Textiles
Grades 9-10

Competency

- Explains the function of costuming in special events and entertainment.

Learning Experience

* View a school play in rehearsal without costumes. View performance complete with costumes. Discuss effects of costuming to plays and to real-life roles and personality.

Content

- Clothes are a means of communication and identification.
- Appearance and clothes affect interpersonal relations in various ways both positively and negatively.
- People wear "costumes" in every day life that affect roles they play and roles they play affect clothes they wear. For example, consider such "roles" as a construction worker, medical technician, rock star, or soccer player.
- Functions of stage costumes
  - Set the time frame of a play
  - Set the scene, location
  - Indicate career
  - Indicate societal position, such as king, queen
  - Show character growth
  - Communicate positive and negative ideas
  - Help identify sex role

Summary

- Real life roles and personality are reflected in the clothes we wear.
- The atmosphere of a play or a real life scene is affected by the clothes we wear.

Resource Person

Drama coach in school

Teacher References

1. Conner, Barbara Hunt and Peters, Kathleen. "Person and Costume, Effects on the Formation of First Impression," Home Economics Research Journal, Vol. 4, No. 1, (Sept. 1975), pp. 32-34.

2. Horn, Marilyn and Gurel, Lois M. The Second Skin, Third Edition. Boston: Houghton Mifflin Company, 1981.

Student References

1. Vanderhoff, Margil. Clothes, Clues, and Careers, Lexington, MA: Ginn and Co., 1984. Units 1 and 3.

2. Westlake, Helen. Relationships: A Study in Human Behavior. Lexington, MA: Ginn and Co., 1984.

Questions to Explore for Class Discussion

1. What if production had different period of costumes? i.e. contemporary changed to 1800's or cave man style. How would such a change affect the play?

2. Explain any limitations on characters by new costumes.

3. Why did you select this period?

Evaluation Research and Writing Assignment

1. Draw or sketch one costume in new style for key actor/ actress.

2. In writing, describe what you imagine would be positive or negative affects on the play. Does it change a chance to be a comedy or have no effect? Support your answers with brief descriptions of parts of the play.

On the following page is an example of a worksheet for students' use in viewing the play.

WORKSHEET

Name of Play _____ Student's Name _____

Length of Play _____ Hour/minutes

Setting _____ Year/Unknown, etc.

	Rehearsal	Full Costume Performance
Description of costume.		
How did costumes affect play?		
Who (character) had the most important and/or elaborate costume? Why?		
What did accessories contribute to the play? Wigs, jewelry, canes, umbrella?		
Was there any comparison of costumes in the play to real-life roles?		

APPENDIX B

On the following pages are examples of selected concepts, competencies, and learning/evaluative experiences from each content area plus sample worksheets to be used in completing plans for each lesson. These are provided to show you a variety of possible ways to use the guide in your own planning process.

CHILD DEVELOPMENT

Grades 6-8

Page 4 Concept

I. Individual Development
B. Social-Emotional Needs
2. Personality Traits

Page 7 Competency

- Classifies the characteristics of children's personality types.

Page 10 Learning/Evaluative Experience

* Play "matchword" with personality terms and descriptions. Arrange terms together under Sensitive, Aggressive, or Outgoing Child.

EMOTIONAL AND SOCIAL DEVELOPMENT DURING A CHILD'S FIRST YEAR

Name _____

Personality Types

Listed below are adjectives that might be used to describe children. Decide which personality type -- sensitive, placid, or aggressive -- each adjective best describes. Write the adjective in the appropriate column. Be prepared to discuss your answers.

Adjectives

ambitious	easygoing	independent	persistent
assertive	energetic	irritable	satisfied
calm	excitable	loud	self-confident
cheerful	frightened	nervous	shy
complacent	good-natured	outgoing	temperamental
contented	headstrong	patient	timid

SENSITIVE	PLACID	AGGRESSIVE

CHILD DEVELOPMENT

Grades 11-12

Page 30 Concept

II. Roles and Responsibilities
A. Parenthood
1. Readiness

Page 33 Competency

- Analyzes the qualities necessary for effective parenting.

Page 37 Learning/Evaluative Experience

* Take self-quiz, "Am I Parent Material?" Analyze readiness according to score.

THE PARENT TEST

-- Ellen Peck and William A. Granzig

-- TAKE THIS QUIZ! --

True or false responses should be given to all questions except multiple-choice.

1. I know where I'm going in life.
2. What I'm doing in life matters.
3. My age is: (a) under 21; (b) 21-25; (c) 25-29; (d) 30 or over.
4. My marriage has lasted: (a) two or more years; (b) four or more years; (c) six or more years.
5. I have lived away from my parents for more than two years.
6. I rely on my parents for occasional loans.
7. My spending habits are sensible.
8. I've never really thought about my goals.
9. I can intelligently discuss how the world will change in the next 25 years.
10. I don't believe in savings or stocks.
11. My spouse and I live comfortably.
12. We could live on half our income.
13. I enjoy being stylishly dressed.
14. I yearn for luxuries that I can't afford.
15. I don't comparison shop for small items.
16. My economic future looks fairly secure.
17. I enjoy being able to spend $10 on impulse.
18. We have more than $2,000 in savings.
19. We like to save a set part of our income.
20. I don't enjoy the theater or spectator sports unless I have good seats.
21. I would love to travel extensively.
22. I know how we spent last year's income.
23. I like to wear something new to every party.
24. If I were handed $2,000 in cash, I would want to: (a) take a trip; (b) buy something expensive; (c) invest in high-interest bonds; (d) buy land; (e) buy gifts for friends or family; (f) use the money for home furnishings; (g) contribute to a worthy cause; (h) use the money for maternity costs; (i) use the money for continuing education for me or my spouse.
25. I love to sleep late.
26. I am rarely sick in bed for more than a day.
27. I am prone to small maladies.
28. I'm not too tired at night to enjoy some activity.
29. I sometimes feel I may go to pieces.
30. I look for ways to use extra time and energy.
31. When I have a cold, I: (a) keep going easily; (b) find it's a struggle to keep going; (c) use it as a reason to stop working; (d) love to pamper myself and be pampered.
32. I can go without sleep for days.
33. I am a high-strung person.
34. I enjoy at least one outdoor sport regularly.

35. Possessions are relatively unimportant to me.
36. I prefer eating out to dinner at home.
37. A child would cramp our present living quarters.
38. Our home is decorated to our satisfaction.
39. I have unconsciously arranged our home with the eventual presence of a child in mind.
40. I find my home stifling and don't like staying home.
41. I find my home pleasant, but I am unhappy when circumstances keep me home.
42. My favorite possessions are of: (a) real value; (b) sentimental value; (c) real and sentimental value.
43. A child is more important than possessions.
44. Ours is not a children's neighborhood.
45. If we had a baby, I would make one room of our home "off limits" to toddlers.

HOW TO SCORE YOUR TEST

Check your answers against the ones below, and add up the points you received for each correct response. The highest score possible is 109 points. The answers marked "U" are unscorable.

1. T-6 points
2. T-10
3. (a)-0
   (b)-10
   (c)-15
   (d)-20
4. (a)-2
   (b)-4
   (c)-6
5. T-1
6. F-1
7. T-2
8. F-6
9. T-4
10. F-2
11. T-2
12. T-2
13. F-2
14. F-2
15. F-1
16. T-1
17. F-1
18. T-2
19. T-1
20. F-1
21. F-2
22. T-3
23. F-1
24. (h)-4
25. F-1
26. T-2
27. F-1
28. T-2
29. F-3
30. T-1
31. (a)-1
32. T-1
33. F-2
34. U
35. T-1
36. F-1
37. F-2
38. U
39. T-2
40. F-1
41. F-2
42. U
43. U
44. F-2
45. F-1

Your Score _____

WHAT YOUR SCORE MEANS

The questionnaire, which was based on an ongoing study for the Consortium on Parenthood Aptitude of which the authors are directors, attempts to determine whether you have in good degree three basic resources to get you off to a good start as a parent: maturity, money, and good health and home.

Those questions which reveal your level of maturity are numbers one through nine. Total possible maturity points are 56. Your points on these questions: _____

Rate your score according to this scale:

Low	0-14 points
Low Average	15-22 points
Average	23-40 points
High	41-48 points
Very High	49-56 points

We are often asked, "How do I know if I'm mature enough to have a child?" We suggest that there are numerous indicators, but that both women and men should be at least 25 years old.

We find that parents who have had a first child before that age often regret it later. One young father said, "I didn't pay enough attention to my son when he was a baby. To be a good parent, you must be patient, which, like most people in their early twenties, I wasn't." One parent who did wait until after age 25 said, "Before you have a child, you must be an adult. That way, you'll never be bitter toward your child and think, 'If it weren't for my child, I could be doing what I want to.' You'll have already done what you want to by age 25."

Before you have a child, you should have come to grips with something else in life since achieving autonomy from your family. This includes everything from exploring talents you thought worthy of developing to the job of your choice to prolonged travel, if self-financed. You should have known success and coped with failure with this chosen endeavor.

A mature person has established a strong marital bond. While most of the parents we spoke with feel it isn't necessarily true that you'll be a successful parent if you're a successful spouse, nearly everyone thinks it will help.

Those questions which reveal your level of affluence, attitudes about money, your priorities for spending it, and any self-indulgent habits are numbers 10 through 24. Total possible money points are 27. Your points on these questions ____.

Rate your score according to this scale:

Low	0- 4
Low Average	5-11
Average	12-17
High	18-23
Very High	24-27

Today, couples rarely have a child without considering whether they can afford to have a child. In supporting the wisdom of such consideration, we don't mean to view a child as a commodity or frame reproductive issues in purely economic terms. But, when a couple cares enough to look ahead to the needs a child will have, it is certainly an indication of their thoughtfulness and maturity.

It is impossible to predict any of our individual economic futures with certainty, but for reasons relevant to parental responsibilities, prospective parents should ask if their economic future looks stable and secure.

Questions which test for good health and home environment are numbers 25 through 45. Total possible home and health points are 26. Your points on these questions ____.

Rate your score according to this scale:

Low	0- 4
Low Average	5-10
Average	11-16
High	17-22
Very High	23-26

Parents who are satisfied with the experience of raising children indicate the importance of becoming less materialistic during a child's early years. Everyone has possessions they value, so it makes sense to "child-proof" your home and be prepared to put things you love out of reach of young children.

A parent should be someone of good health and energy. Several physicians suggest that a patient's innate energy level bears a direct relationship to being able to adjust well to parenthood. Almost all of us can and have weathered an occasional sleepless night, but a continued pattern of interrupted rest can both tax patience and distort judgment -- and even lower tolerance to the minor but consistent sicknesses contracted by our children when they're small.

After tallying your scores in each of the three areas, compare your final score with the highest score possible of 109 points. Based on our discussions with satisfied parents; a score of 0-15 indicates that your probable success in parenting is low and you would be wise to work on those areas in the questionnaire before even considering having a child.

Scores in the 16-41 range are low average scores. They indicate some satisfaction and probably dissatisfaction with accepting the responsibility of being a parent at this time.

If you scored in the 42-67 range, the chances are that you will derive satisfaction from parenthood. You will have to work on some of your low areas to meet your expectations as a parent, however.

The high average range of 68-93 indicates that you probably have sufficient maturity, health and economic resources to undertake the role of parent at this time.

The very high scores of 94-109 indicate the highest possibility that you will be a satisfied parent, and that you have the requisite basics for what is surely one of the most unusual "jobs" ever devised.

Before you jump out to join the ranks of happy parents, a word of caution. While all the questions posed by this test are important, the most important question of all is the one you and your spouse must ask yourselves, "Do I want to be a parent?"

PARENTING EVALUATION SELF-TEST

CODE: 1 - I agree with the statement
2 - I do not agree with the statement
3 - I agree with the statement strongly
4 - I do not know at this time

Write the number which represents your answer in the space provided before each sentence:

__ I would like my child to be successful.

__ I would like my child to be born by the natural childbirth method.

__ As long as a pregnant woman feels all right, there is no need to see a doctor.

__ I know I would make a good parent.

__ Smoking during pregnancy does not affect the unborn child.

__ I should protect my child from dangerous situations.

__ My child should speak back to me.

__ Babies really don't need love until they are old enough to understand what it is.

__ What a pregnant woman eats during pregnancy will affect the child.

__ My child will not be allowed to sleep with me.

__ It will upset me if my child demands constant attention.

__ A child brings a family closer together.

__ To be afraid of the dark is silly.

__ I will spank my child if he/she needs it.

__ My child will be toilet trained by the time he/she is two years old.

__ Little girls are more delicate than little boys.

__ There is something wrong with couples who do not have children.

__ It is important that my child explore new things.

__ My child will be breast-fed.

__ It will make me angry if my child messes up my home.

__ Babies dream of Hershey Bars.

__ My child will be allowed to participate in family decisions.

__ My child will be brought up to believe in a religion.

__ I want my child to be like me.

__ Parents and friends are reliable sources of what childbirth is like.

__ It is important that my child eat breakfast every morning.

__ It is primarily the mother's responsibility to raise a child.

__ Parenthood will be fun.

__ My child will have things I never had.

__ It will worry me if my child does not play with other children.

__ Couples should not have more than two children.

__ The children are better off if the mother is at home rather than working.

__ I can remember what it was like to be a child.

__ Allowing a child too much play time will spoil him/her.

__ I would sacrifice most anything for my child.

__ I would like my child to be affectionate.

__ The father should be the main disciplinarian.

__ My child's personality is mostly hereditary.

__ I want my child to do well in school.

__ If my child were mentally retarded, I would keep him/her at home.

__ I am afraid of being a parent.

__ I will be worried if my child does not develop as quickly as other children.

__ Popular books and magazines are reliable guides for being a good parent.

After you have completed the exercise, get into a group and discuss the differences and areas of agreement for the statements. Is it easy to come to a consensus in the group?

List 3 points you can make as a result of this exercise about parenting:

1.

2.

3.

What statements would you like discussed further in class?

AM I PARENT MATERIAL?

Rate how you would feel if you had to do the following tasks in caring for a baby. The four choices are: I would enjoy the task (1); I would not mind doing the task (2); I would not like to do the task (3); I would hate to do the task (4).

	1	2	3	4
Changing the baby's diapers				
Holding the baby when he/she cries				
Holding the baby when he/she spits up on you				
Feeding the baby with a bottle				
Giving the baby a bath				
Cleaning a baby with foods in his/her hair or on clothes				
Burping the baby				
Changing the baby's clothes				
Holding the baby				
Listening to the baby cry loudly when hungry or angry				
Getting up nights to feed or care for baby				
Doing hygienic tasks: cleaning nose, ears, nails				
Taking care of baby when you are sick				
Knowing baby is totally dependent on you for everyting				
Taking a baby for strolls, walks, outside play				
Sharing your mate's time with the baby				
Rocking the baby				
Preparing the baby's formula, food, clothes				
Listening to the baby coo and make noises.				

QUESTIONS:

1. Which rating area received the most checks? (1, 2, 3, or 4)

2. What tasks would you enjoy most?

3. What tasks would you hate to perform?

4, Looking at your ratings of various tasks, what type of attitude do you feel you would have in caring for a baby?

5. Do you feel you will be ready to be a parent in 1-3 years? Why or why not?

Page 54 Concept

II. Roles and Responsibilities
A. Social Symbols
2. Social Image

Page 57 Competency

- Identifies ways clothing expresses personality and lifestyle.

Page 59 Learning/Evaluative Experience

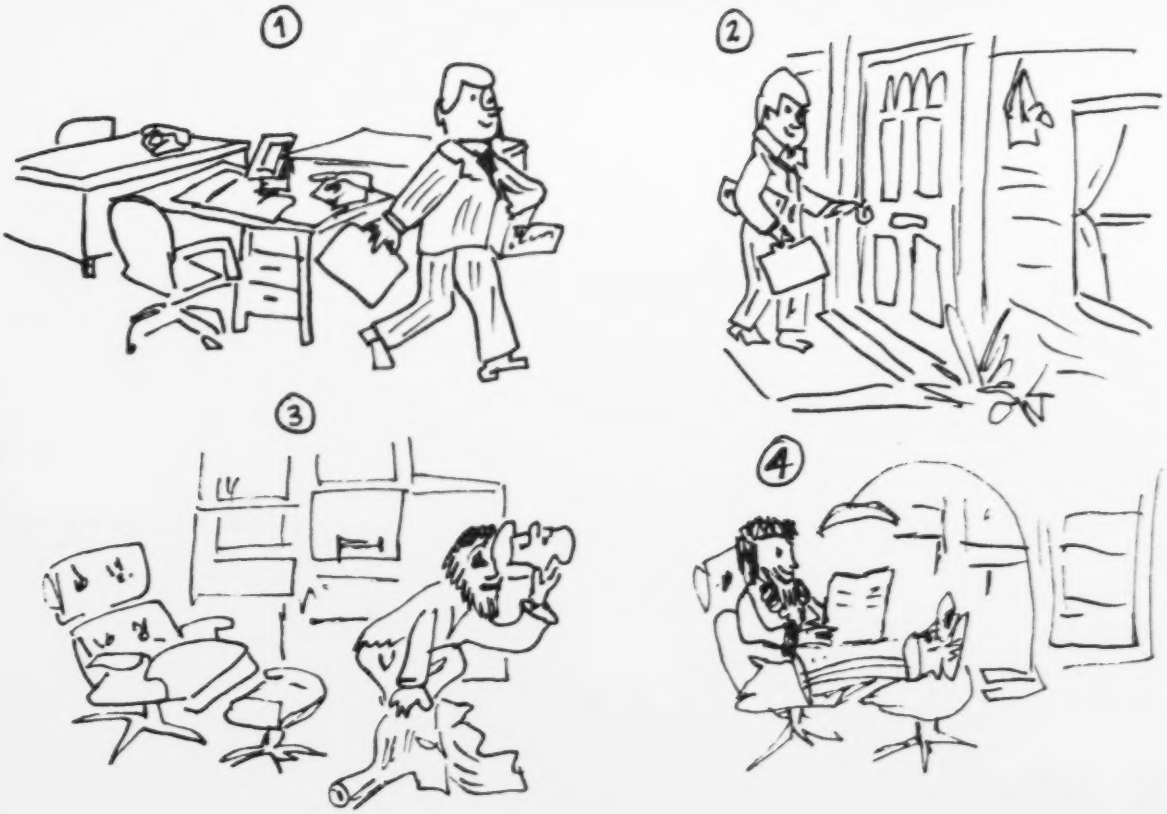
* Collect pictures of celebrities. Discuss the aspects of clothing which are used to express ideas or values.

Name _____

Date _____

DOUBLE LIFESTYLE

Directions: Look at the cartoon below and then answer the following questions:



1. What would you say about this man's lifestyle?

2. Would you say he's ashamed of his private life or his career life?

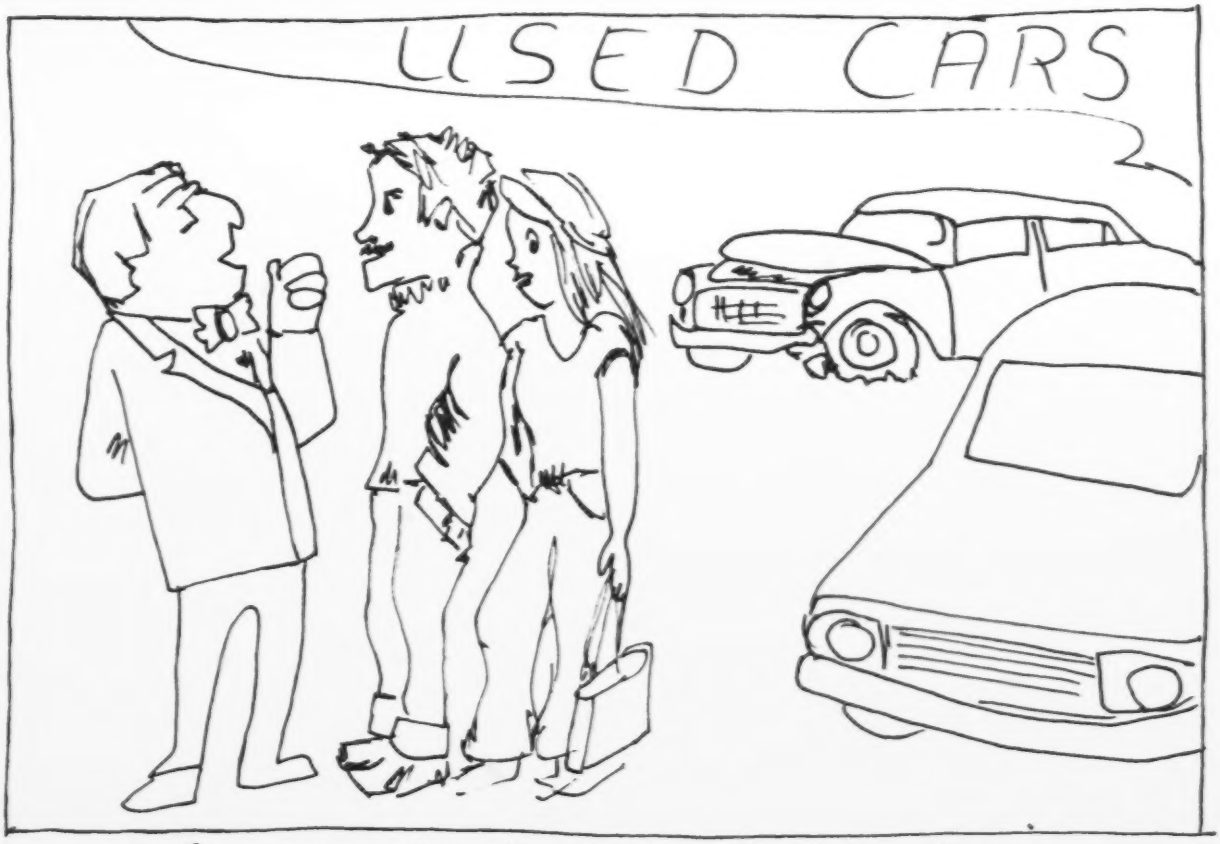
3. Do you ever put on different airs in different surroundings? What does that mean to you? What does that say about you?

Name _____

Date _____

CHANGING TIMES?

Directions: Look at the cartoon below and then answer the following questions:



"If you tell me how long you're planning on staying together, I'll be able to suggest a car model ...."

1. From the care salesman's comment, what do you think he believes the young couple's lifestyle to be?

2. What would you say their lifestyle is?

3. Would you say this is a true stereotype of young people? Why or why not?

In trying to recapture your youth, are you losing your dignity?

Name _____

Section _____

Date _____

Directions: This is an actual ad used by a major retailer. It is giving the consumer a very real and honest message.

Along with the picture and caption was printed some other good advice and also the services of the store which were available to the customer.

Your task is to supply the missing ad copy. Pretend that you work for the store in their advertising department and you have to complete this ad.

Name _____

Section _____

Date _____

Directions: This is an actual ad used by a major retailer. It is giving the customer a very real and honest message.

Along with the picture and caption was printed some other good advice and also the services of the store, which were available to the customer.

Your task is to supply the missing ad copy. Pretend that you work for the store in their advertising department and you have to complete this ad.

Page 80 Concept

II. Roles and Responsibilities
A. Responsibilities to Business
1. Costs of Shoplifting

Page 83 Competency

- Explains the consequences of shoplifting to consumers and businesses.

Page 87 Learning/Evaluative Experience

* View a media presentation on shoplifting. Complete a film study guide and summarize effects on business and consumers using a "web" or "ripple" diagram to record ideas.

SHOPLIFTING --

WHERE DO YOU STAND?

OBJECTIVE: Participants will gain knowledge of the economic impact of shoplifting and the legal ramifications.

CONTENT: Shoplifting is a crime and increases the cost of consumer goods in the marketplace.

- Stolen merchandise results in a 10% increase in cost of products and services to consumers.
- Over 50% of shoplifting is done by teenage girls.
- Shoplifting carries criminal penalties including fines, jail sentences, and a police record.
- Consumers should report shoplifting to store personnel or security guard.
- Consumers should obtain receipts as proof of purchase.

ACTIVITIES: (1) Distribute Activity Sheet -- "Where Do You Stand?"

This activity can be used to stimulate discussion about the impact of shoplifting, both legal and economic. Upon completion of the activity sheet, read each situation and ask volunteers to express reasons for their position. Follow-up by discussing what influenced their decisions. Review facts about shoplifting, emphasizing consumer responsibility and legal ramifications. Conclude by having participants complete self-evaluation.

(2) Discuss Group Activity -- "Shoplifting Situations"

Divide the class into small groups and assign each group a shoplifting situation. (Use those listed on the back or ones you made up.) After reading the situation, ask the group to respond to the following:

- What are the reasons for shoplifting?
- What is the consumer's responsibility when they see someone shoplifting?
- What are stores doing to prevent shoplifting?
- How is the consumer being hurt by shoplifters?
- What happens if you are caught shoplifting?
- Should youth and adult shoplifters be treated the same?
- What would be an appropriate punishment for shoplifting?

Following discussion have each group report on their shoplifting situation. Compare and contrast the similarities and differences.

(3) Guest Speaker on Shoplifting

Invite a speaker from the local youth services department, store security personnel, police, or probation office to discuss shoplifting. Specific topics or questions to be addressed include:

- Dollar cost and effect of shoplifting on consumer prices.
- Store and consumer responsibilities regarding shoplifting.
- Discuss privacy act and other legal statutes.
- Legal ramifications and penalties for shoplifting.
- What can be done to reduce the incidences of shoplifting.

(4) Show film

The following movies are available free upon request:

Movie

"Shoplifting -- It's A Steal"
General Mills Film
9200 Wayzata Blvd.
PO Box 1113
Mineapolis, Minnesota 55440

"Caught"
Hartford Police Department
Phone: 627-6300

WHERE DO YOU STAND?

I. DIRECTIONS: Read each statement and circle the answer that best indicates what you would do in the situation.

1. Your friend calls and asks you to go shopping with her. Your mom says she needs to go the same direction and that you may ride to the shopping center with her. As you leave the store, your friend shows you some jewelry she has hidden in her purse.

   Forget it! Tell parent or clerk. Ask friend to return it.

2. A good friend of yours comes over often. One night you go to the local music store to buy a new hit record. Your friend switches the price tags on a record album before taking it to the check out.

   Big Deal! Tell friend, "That's cheating." Report him.

3. Your friend narrowly escapes a shoplifting charge by outrunning the store security. You are asked to lie and say the friend was with you at your house all evening.

   Wouldn't Hurt! Can't Help. Never.

4. Your sister was shopping with you for new school clothes. She tried on a sweater that fit perfectly but cost more than she could afford. She put on her jacket and walked out of the store without paying for the sweater.

   No one knew! Tell her to pay for it. Report it.

5. A neighbor has been caught shoplifting and is on probation. You went downtown with him and he asks you to watch out for the guard at the jewelry store while he rips off a watch just for kicks!

   Sure thing! Discourage him from shoplifting. No way.

6. You purchased a shirt at a local department store, but decided to return it because you didn't like the style. The shirt still had the store tags, but you couldn't find the receipt. When you returned it, you didn't find anything you liked so you dashed out of the store with the package. Store security stopped you and accused you of shoplifting.

   Run! Explain about the receipt. Call parents.

II. EVALUATION:

Please complete the following statements as a self-evaluation. All responses are strictly confidential.

Today I learned _____

_____

My feelings about shoplifting are _____

_____

In my role as a consumer, I would _____

_____

The position I usually take is _____

_____

CONSUMER EDUCATION

Grades 11-12

Page 106 Concept

II. Roles and Responsibilities
A. As a consumer
1. Effects of Consumer Behavior
3. Economic Cycles

Page 109 Competency

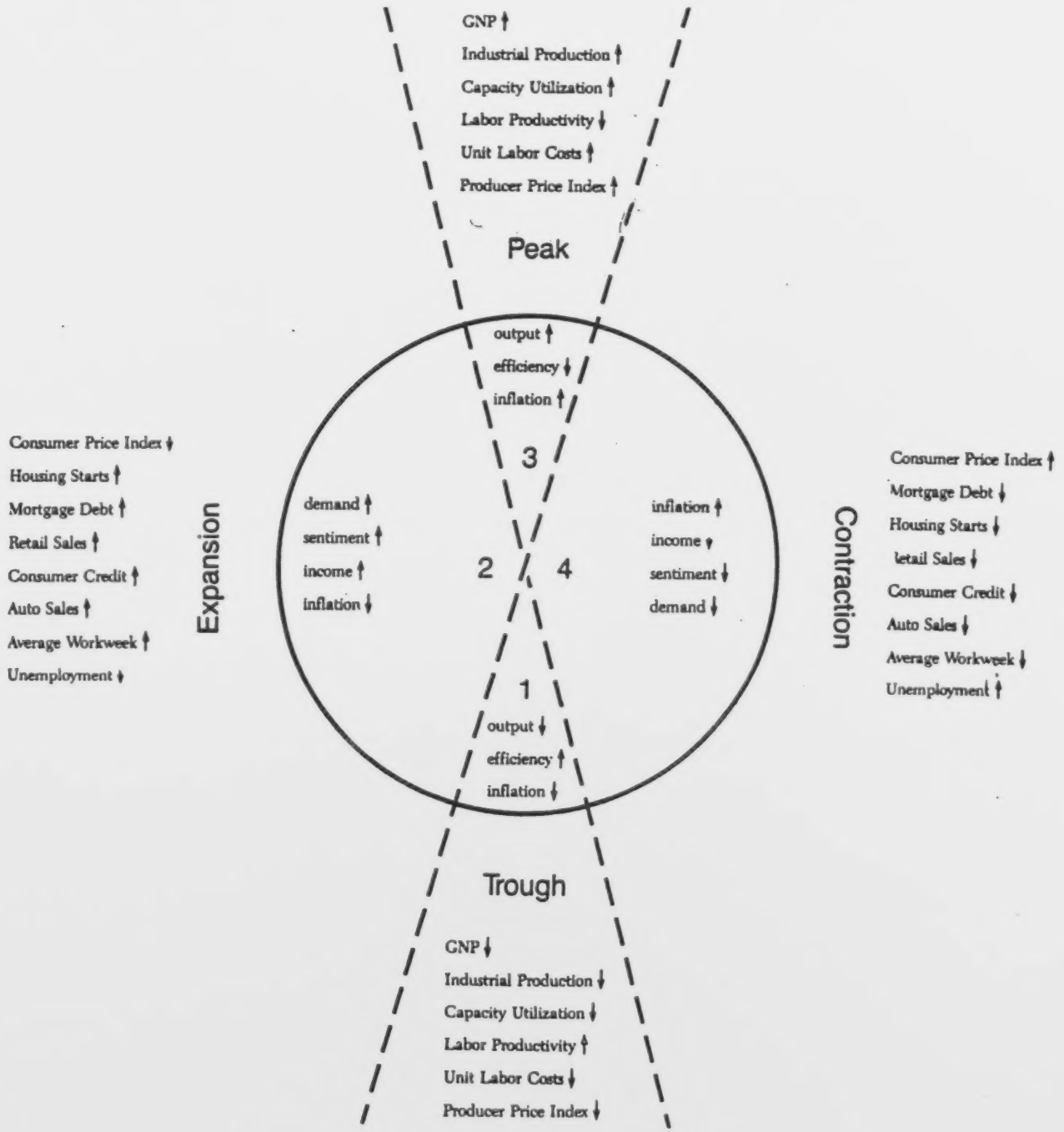
- Describes the effects of inflation and recession on consumers.

Page 115 Learning/Evaluative Experience

* Play an inflation simulation game in which "widgets" are sold using play money. Establish an open "market" where prices are listed on the board as soon as transactions are made. Summarize observations of what happens to wages, supply, demand, inventories, prices, and employment in periods of cost-push and demand-pull inflation.

THE ECONOMIC CLOCK

The following figure represents the four phases of the business cycle in a circular or clocklike representation. James D. McWilliams, in his article, "Watchman, tell us of the night!", points out the advantages of using this representation to help define the current position in the economic cycle. The figure below is presented here to help the candidate focus on the economic activities and statistical series presented in this assignment.



MONEY AND INFLATION: A LESSON PLAN

-- By Lawrence Abrams

Editor's Note: Our GUEST FORUM in this issue expresses one view on how to approach the topic of inflation in a consumer education course. However, some teachers may have time in their consumer course to discuss some of the factors which contribute to inflation. This lesson discusses one such factor, an increase in the money supply. This lesson was prepared by Mr. Lawrence Abrams, teacher at John Dewey High School in Brooklyn, NY.

RECOMMENDED GRADE LEVEL: 9-12

TIME REQUIRED: 45-50 Minutes

MAJOR CONCEPTS: Money supply; inflation

RELATED CONCEPT: Productivity

Rationale for the Activity: This lesson is designed to be an introduction to the effect of the money supply on the economy and specifically, to show how an increase in the money supply can lead to rising prices. Students are then asked to apply this relationship to the real world by analyzing an article on the U.S. money supply from a current newspaper or news magazine. The purpose is to help students raise pertinent questions about inflation. In the teaching experience of the author, such questions have concerned types of inflation, purchasing power, the consumer price index, the cost of living, etc. It is essential that these concepts be defined in a subsequent lesson on inflation.

Instructional Objectives:

- To introduce the following concepts: money supply, inflation, purchasing power, constant dollars, current dollars.
- To have students simulate the effects of an increase in money supply on a market economy.
- To have students understand the importance of measuring and controlling money supply.
- To have students read and analyze intelligently a current newspaper or magazine article on the U.S. money supply.

Materials:

1. Prepare for one half of the class $150 per student in fake $1 bills. It is possible to get six 5½"x2'" bills out of an 8½'x11' sheet of paper. Be sure each bill is labeled $1". For 15 students, you will need $2250 or 375 sheets of paper.
2. Prepare for the other half of the class 30 "widgets" per student. These can be pieces of paper of any size, each labeled "one widget." The "dollars" and "widgets" should be on two different colors of paper to make them easily identifiable.

3. Supply copies (one per class member) of a recent article from a newspaper or magazine dealing with the U.S. money supply.

Procedure:

1. Select one student as a recorder. Divide rest of class in half; one half will be buyers of widgets, the other half will be sellers.
2. Introduce the game roughly as follows: "Today you will be playing 'the widget game.' When you are finished playing, you will have to explain the relevance of this game to inflation."
3. Round I - Distribute $30 to each of the buyers and 10 widgets to each seller. Explain that a widget is an economic good or service that people desire. Buyers want to get widgets at the lowest price possible, sellers want to sell their good (or service) at the highest price possible. Buyers and sellers will be free to walk around the room and meet in a central "marketplace." They are to transact business at whatever price the buyers and sellers agree upon. Once a transaction is completed, both the buyer and seller go to the recorder who will write the purchase price per widget for the transaction on the chalkboard. Then the buyer and seller return to the marketplace and conduct further transactions with whomever they please. (Note: Sometimes students will be reluctant to start trading, so a little coaxing may be useful.) At the end of 10 minutes of trading or as the widget price stabilizes at approximately $3 per widget, end Round I.
4. Review of Round I:
   a. Is it possible to determine which student did better, which did worse? Who falls into each category? Why did they so fall?
   b. What skills are necessary to play this game effectively?
   c. How many people, at some point in the game, used the prices on the board? How did given students use them? How was price determined? Do you feel that our general market price of $___ per widget is a fair one? Why or why not?
5. Round II -- Explain that Round II of the game is about to begin. Any widgets or dollars from Round I should be collected. Distribute 20 new widgets to the original sellers; distribute $120 each to the original buyers. Explain that an increase in productivity has doubled the supply of widgets, and that an injection of new money into the classroom economy has increased the money supply by 4 times the amount in Round I.

Students are now to repeat their buying and selling in the marketplace, again recording each transaction on another section of the chalkboard. (Note: Let Round II trading last 10 minutes or until the market price of widgets is established as considerably higher than in Round I.)

6. Review of Round II:

   a. What relevance, if any, do you feel this game has to our study of inflation?

   b. What conclusion, if any, can we draw about the market price in Round II compared to that in Round I?

   c. (1) What is the term commonly used for such an increase in the general market price? (2) In this instance, why did the increase occur?

   d. Take a dollar from Round I and hold it next to a dollar used in Round II. (1) Do both of these dollars look the same? (2) Do both of these dollars represent the same value? (3) Why did their value change?

   e. How might an economist devise a means of measuring inflation?

   f. Why would an economist want to have such a measurement?

   g. Economists claim that an important type of inflation is caused by "too much money chasing too few goods." Explain this statement. How is it illustrated by the widget game?

7. Distribute the current article on the U.S. money supply and have students read and discuss it, applying what they have learned through the simulation.

Answers to Questions in Debriefing Round II:

a. (Answers will vary.)

b. The equilibrium price in Round II is higher than the equilibrium price in Round I.

c. (1) Inflation. (2) The money supply was increased at a greater rate than the increase in productivity.

d. (1) They look the same. (2) In real terms the purchasing power of Round II dollars is less than the purchasing power of Round I dollars. (3) The value of the dollars changed because the amount of goods and services available increased less than the number of dollars.

e. In order to judge what the dollar is really able to buy, economists have created constant dollars (dollars adjusted for changes in the cost of living). The Consumer Price Index and Wholesale Price Index are illustrations of measurements used to calculate constant dollars.

f. Current dollars reflect dollar values at any particular time unadjusted for changes in the cost of living. A rise in expenditures in terms of current dollars may simply reflect a rise in prices rather than in the actual amount purchased. Constant dollars enable economists to compare statistics that are expressed in money from one period to another in real terms, i.e., in dollars of constant purchasing power.

g. Rising prices were caused by too many dollars chasing too few widgets.

Page 122 Concept

III. Choice
A. Healthy Diets
1. Habits
a. snacks

Page 127 Competency

- Identifies the contributions snacks make to a nutritionally adequate diet.

Page 129 Learning/Evaluative Experience

* Brainstorm "why snack?"
* Question/discussion of changing meal patterns, e.g. explain "grazing" as the eating of several small snack-like meals rather than "3 squares." What are some causes? Changing lifestyles; both parents working; more self-responsibility for individual's foods.
* Puzzle "Where Do Snacks Fit In?" Students make collages of pictures of snack foods. Glue to backing and cut-up. Exchange with others and put together.
* Students develop word scrambles using snack words. Exchange scrambles for other students to do. Conclude by listing snack words under heading "Choose a Healthy." List two changes to be made to improve personal snack habits.
* Students create "The Snack Game." Use an old Candyland or other game board. Blocks should indicate healthy snack practices -- eating high sugar, salt or fat foods would be draw backs as would spending the day watching soaps and noshing.
* Students complete a "How Do You Rate?" snack checklist -- could include exercise patterns, too.

Page 134 Concept

I. Individual Development
   A. Dietary Guidelines
      2. Nutrients for Energy

Page 137 Competency

- Identifies the function of exercise in weight control.

Page 140 Learning/Evaluative Experience

* Make mobile of foods included in a typical daily food intake balanced by typical daily activities. Personalize by spray-painting hangers and using colored yarns and display.

  Materials needed:
  - pictures of foods (magazines to cut-up)
  - hangers
  - yarns
  - chart of energy expenditures

  Alternate Activity:

  Use National Geographic magazine for pictures of people in other parts of the world (Africa, Mid-East, Asia, and South America would be a representative sample). Study body sizes. Research daily diet and daily activities in these countries. Pose questions such as:
  - How are these diets similar to/ different from ours?
  - How are the activities different?
  - What is the purpose of the teen's activities? Play, work, survival?
  - Why/why not are Asians and others overweight?
  - Are they well-nourished?

HOUSING AND INTERIORS

Grades 6-8

Page 157 Concept

IV. Problem-Solving
A. Safety and Health
1. Home Hazards

Page 160 Competency

- Identifies hazardous areas and practices in a home.
- Lists procedures, materials, and equipment to be maintained for home health and safety emergencies.

Page 164 Learning/Evaluative Experience

* Complete a home safety checklist. Summarize by listing the most common hazards and areas for accidents in the home. Summarize the findings for own homes and show ways to correct the situations.

HOME SAFETY SURVEY

Have you made a Commitment to Safety in your home? You can. By creating and maintaining a safe home environment, you can prevent the senseless accidents that injure millions of Americans in their homes each year.

Look around your home and complete the survey below. If your answer is "yes" for every question, you and your family are truly "home safe." But if you score less than 100% -- even one "no" may be too many -- isn't it time to renew your family's Commitment to Safety?

Get a pencil and see how you do.

WHEN USING HOUSEHOLD CLEANING PRODUCTS DO YOU ...

1. Read directions on cleaning products before use, and check for cautionary labeling? YES NO
2. Store cleaning products out of reach of children and pets? YES NO
3. Keep cleaning products and other inedible substances in their original containers (not food jars, soft-drink bottles, or drinking glasses)? YES NO
4. Know the telephone number of your family doctor and the nearest poison control center? YES NO

IN THE KITCHEN DO YOU ...

1. Keep the range clean and free of grease to prevent flash fires? YES NO
2. Turn pot handles away from the edge of the range? YES NO
3. Avoid reaching over burners which are turned "on"? YES NO
4. Keep curtains and towels away from range tops? YES NO
5. Roll up loose sleeves and tie back long hair when working at or near the range? YES NO

IN THE BATHROOM DO YOU ...

1. Make sure prescription drugs are labeled with user's name, dosage and name of drug? YES NO
2. Store medicines, prescription drugs and cosmetics out of reach of children? YES NO
3. Use non-skid mats in the tub and on the floor? YES NO

IN THE BEDROOM DO YOU ...

1.	Never smoke in bed?	YES	NO

IF THERE ARE CHILDREN IN THE HOME, DO YOU ...

1.	Keep operating electric fans, room heaters, and hot irons and other small appliances out of the reach of inquisitive fingers?	YES	NO
2.	Maintain constant supervision of children in the bathtub?	YES	NO
3.	Purchase toys which are safe and appropriate for the age group?	YES	NO
4.	Cover all unused electric outlets?	YES	NO
5.	Store pest killers out of the reach of children?	YES	NO
6.	Keep tiny or sharp objects out of children's reach.	YES	NO

IN THE LIVING AND FAMILY ROOMS, DO YOU ...

1.	Anchor rugs with non-skid tape or spray?	YES	NO
2.	Avoid scatter rugs in rooms used by older people or young children?	YES	NO
3.	Keep matches and lighters out of the reach of children?	YES	NO

IN GENERAL, DO YOU ...

1.	Use proper size fuses and avoid overloading circuits?	YES	NO
2.	Run all electric cords on top of rugs or carpets, and away from traffic areas?	YES	NO
3.	Check electric holiday decorations for loose or exposed wires?	YES	NO
4.	Turn off room heaters before retiring?	YES	NO
5.	Store flammable liquids (liquid fuels, cleaning fluid) in a cool place and use them only in well-ventilated areas away from heat sources?	YES	NO
6.	Keep phone numbers of the fire department, police, family doctor, poison control center and local hospital in a prominent place near the phone?	YES	NO

HOUSING AND INTERIORS

Grades 11-12

Page 183 Concept

III. Choices
C. Interior and Exterior Design
1. Energy Use

Page 185 Competency

- Evaluates methods of energy conservation in a home.

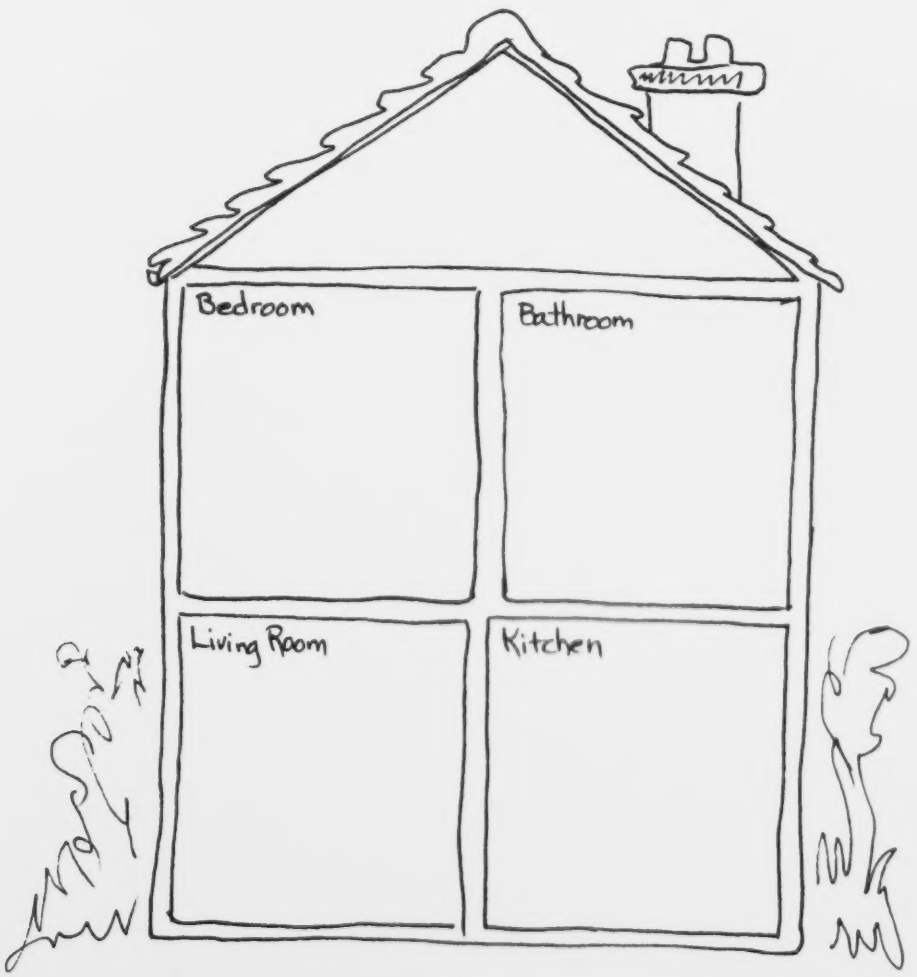
Page 189 Learning/Evauative Experience

* Complete a worksheet on "How Energy Pollutes." Summarize ways individuals and families can reduce pollution.

HOW MUCH DO YOU REALLY NEED?

Consider how much power you use in a single day. You may be surprised at the number of appliances and conveniences you've come to take for granted.

List all of the electrical appliances you make use of. Decide whether each of these is a necessity or a luxury -- whether it is essential to your life or whether you could do without it. Please an "N" next to those you consider necessities and an "L" next to those you see as luxuries. (The top room is for appliances that are not associated with the other rooms -- electric saw, lawn mower, etc.)



SUGGESTED ACTIVITIES: Try doing without some of these appliances for a day--for a week. You might decide to give up the television, your stereo, the hair dryer, or even your bedroom light. See how it changes your life. Visit a local appliance store. Ask the dealer what appliances sell the most; the least. Which appliances have been introduced in the last ten years? What are some of the questions people ask when selecting an appliance?

IMAGINE...

You have just moved into your first apartment away from home. After a hard day's work, you are tired, hungry, dirty, and in need of relaxation. You've invited a date over to dinner and he or she is due to arrive in two hours.

You discover a hole in your clothes. Yesterday's dishes are in the sink, dinner is not ready, and your apartment is a mess. To top it all off, you hear an announcement on the radio asking all households in your neighborhood to cut down on power. There is danger of a brownout or even a blackout unless everyone cooperates. Each residence is asked to use no more than 1000 watts during the evening.

Examine the list of appliances and the wattage each requires. Then decide which of them you would choose to use.

Appliance	Average Wattage*	List Your Choices	Watts
Iron	1000		
T.V.	55		
Clothes Washer	512		
Radio	71		
Stereo	109		
Air Conditioner	860		
Electric Toothbrush	7		
Clock	2		
Coffeemaker	894		
Dishwasher	1200		
Sewing Machine	75		
Vaccum Cleaner	630		
Hair Dryer	381		
Electric Shaver	14		
Food Blender	386		

*These figures are approximate and are only used to give you an idea of the relative number of watts each appliance uses.

There are too many variables involved to be exact. For example, an iron would only be used for perhaps 15 minutes, while a stereo might be played all night. Disregard these complications. The exercise will still be a good way to determine your power priorities.

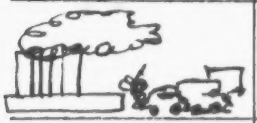
WHAT DO YOU THINK?

- Why did you make these choices? What do they indicate about your lifestyle and values?
- Would you have selected the same appliances five years ago?
- How important was wattage in your decision about which appliances to use?
- Are there ways in which you could eliminate the use of some of the appliances (i.e. wash dishes by hand) in order to save your watts to use in other appliances?

HOW DOES ENERGY POLLUTE?

Pollution has become a major national concern and energy producers are in a position to help. Carbon monoxide from burning fuels poisons the air. One thousand oil spills each year blacken our waters. Ash from burned coal is dumped on the land. Here are some other ways in which energy pollutes.

THE AIR -- WHO, WHAT, WHERE, WHY AND HOW OF AIR POLLUTION

	POLLUTANT	MAIN SOURCE	EFFECT ON HEALTH
	Sulphur Oxide	Electric plants, coal-burning factories	Irritates respiratory tract; damages lungs
	Particulates	Smoke, soot, fly ash from factories, power plants	Damage lungs; cause gastric cancer
	Carbon Monoxide	Automobiles, trucks, buses	Slows reactions; puts extra burden on anemic people; damages heart
	Hydrocarbons	Refineries and automobiles	Not toxic, but contribute to smog
	Nitrogen Oxides	High temperature combustion in engines, furnaces	Increases susceptibility to influenza
	Photochemical Oxidants	Sunlight on hydrocarbons and nitrogen oxides from engines, furnaces	Irritate eyes; increase asthma attacks

Air pollution comes from a variety of sources. The drawing shows a few of them and the effect each has on our health. See if you can add some other sources.

_____

_____

WHAT DO YOU THINK?

- In what ways do you see signs of air pollution in your day-to-day life?
- In what places do you think air pollution is greatest? Why?
- Have you ever felt physically affected by air pollution? How?

- What is your community doing to decrease air pollution?
- What can you personally do to cut down on air pollution?
- Who would you contact in your area to find out if the level of air pollution is dangerous? How is this determined?

PERSONAL GROWTH

Grades 9-10

Page 210 Concept

II. Roles and Responsibilities
A. Building Personal Relationships
1. Communication

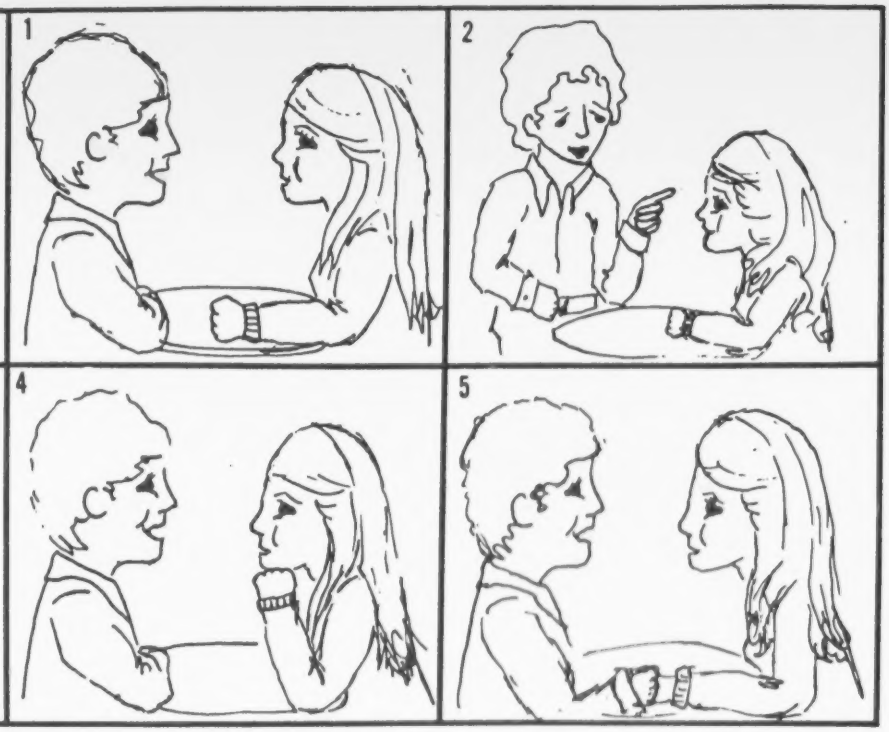
Page 213 Competency

- Analyzes factors of effective communication.

Page 216 Learning/Evaluative Experience

* Select two students, one to follow directions given by the other on how to make a sandwich (or to create a design on the board) using only one-way communication. Observe difficulties.
* Compile examples of body language in a student booklet. Make observations over a two-week period.

What's the Story?



1 _____

2 _____

3 _____

4 _____

5 _____

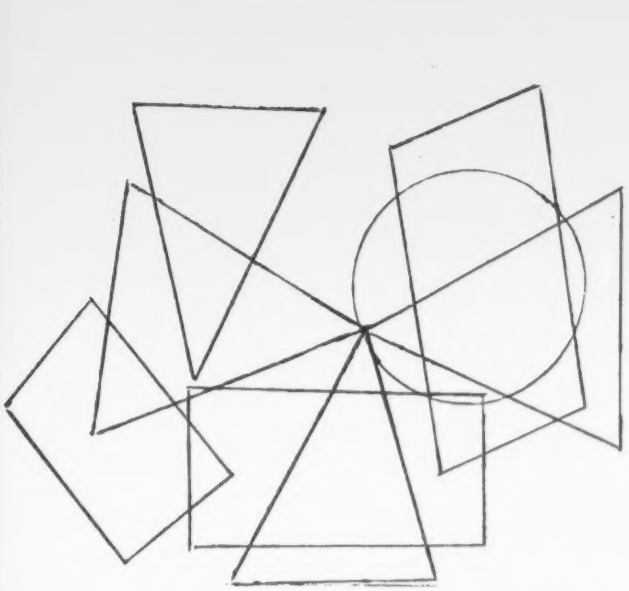
There are many ways to teach about interaction. It can be a unit in a course or it may be an entire course in itself. Below are two classroom ideas to be employed in teaching about interaction.

Student Goal:

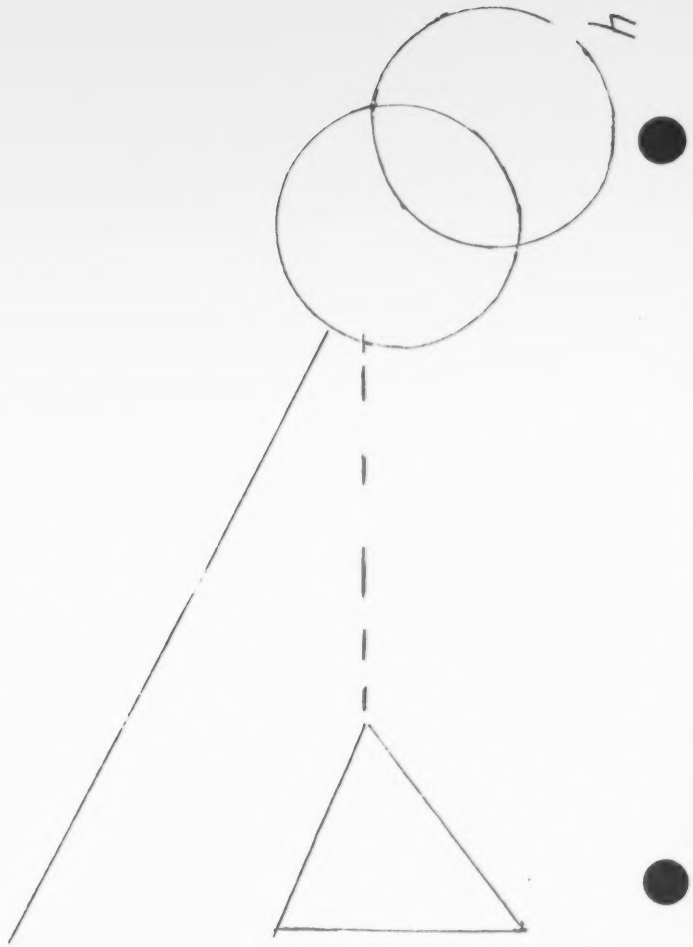
To make students aware that words have different meanings for different listeners.

Classroom Activity:

1. Provide each student with the five-square comic above about boy-girl relationships, with no dialogue.
2. Without asking any questions and with no talking, each student is to fill in the dialogue that is going on between the boy and the girl.
3. These comics with dialogue are then handed in and redistributed to different students.
4. The new student then reads the dialogue and writes a brief paragraph of what he thinks is going on in the situation.
5. The student who wrote the original dialogue and the student who wrote the brief paragraph are paired.
6. They discuss the given situation to see if they both have interpreted the dialogue in the same way. Their findings are then shared with the class.
7. All of the examples of comics with dialogue and the written interpretation can be posted on the bulletin board.
8. Discussion could follow using the questions:
   a. Did people interpret the comic characters differently? Why? How do your past experiences affect what you see and hear?
   b. Did the person who read your dialogue get the meaning that you expected? Why or why not?



2.



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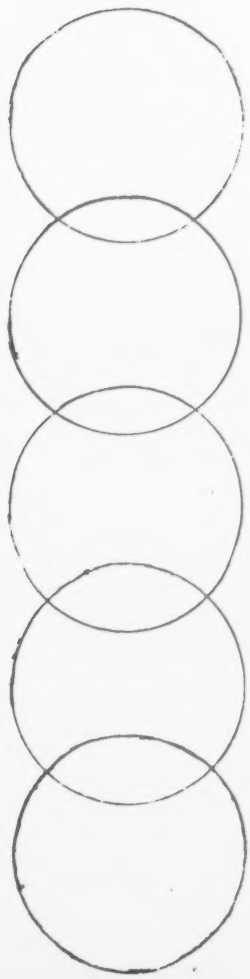

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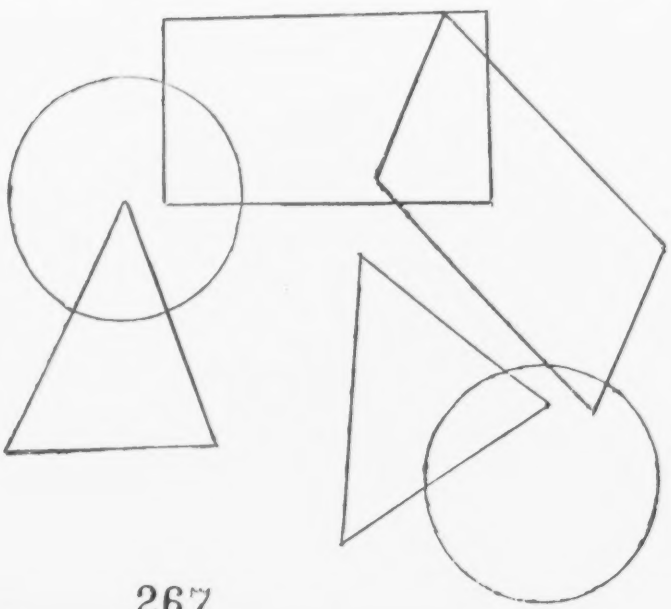

3.

1. Carefully concealing diagram, talker tells listener how to draw it. The talker is limited to verbal expression only. Listener must remain silent when diagram is successfully completed, the second round is played.

2. With another diagram, this round is played exactly the same as the first round except that the listener may now ask questions, express anger, frustration, etc. Non-verbal gestures still not allowed.

3/4 These rounds are played exactly the same as round 1 and 2 except that the roles are reversed. New diagrams used in each round.

When finished, students are asked to draw conclusions concerning communication.

PERSONAL GROWTH

Grades 11-12

Page 222 Concept

II. Roles and Responsibilities
B. Relationship Patterns
1. Defense Mechanisms

Page 225 Competency

- Describes defense mechanisms in common use.

Page 228 Learning/Evaluative Experience

* Play charades depicting defense mechanisms, exaggerating the behaviors. Discuss those which are indications of poor mental or social-emotional adjustment. Summarize the reasons for self-protecting behavior.

Defense Mechanisms

by Karen Judson

Bob, a high school junior, fails a math exam because he didn't study for it, then tells his friends he failed because the teacher couldn't get the subject across.

Sherry would like to get acquainted with the new girl in English class, but puts off speaking to her, telling herself, "She's probably stuck-up."

Don, 16, is 30 pounds overweight but never refuses a snack, using the excuse that he'll be "dieting soon, anyway."

Bert tells Ann he wants to break up with her because he would like to date other girls, but Ann continues to tell her friends the two of them are a couple.

Do any of these incidents sound familiar? All of the young people in the above examples are protecting their self-esteem by using *defense mechanisms.*

We all use defense mechanisms from time to time. Just as we would physically defend ourselves against an attack, our subconscious rallies to defend us in situations that threaten the way we feel about or see ourselves. Defense mechanisms can be very helpful in maintaining a strong sense of self. They can keep us from being overwhelmed by feelings of distress, anxiety, tension, and low self-esteem.

But defense mechanisms also can be very harmful. They can allow us to be dishonest with ourselves and keep secrets from ourselves. With defense mechanisms, we can conveniently avoid facing up to reality, accepting responsibility, taking risks, or changing negative traits about ourselves. Used to extremes, defense mechanisms can actually serve as roadblocks to self-awareness and self-esteem.

Acting Defensively

Sigmund Freud, the world-renowned Viennese psychiatrist and "father of psychoanalysis," developed the theory of defense mechanisms and identified the following "classic" mechanisms. Can you recall using any of them lately?

- **Rationalization** (or "excuses, excuses"): Probably the most common defense of all, rationalization lets us explain away our behavior by giving ourselves a cover story. Gary often skips school, telling himself, "It'll probably be dull anyway." Sue knows she spends too much money on clothes, but she rationalizes her spending by saying, "I'll need a lot of clothes when I go away to college."
- **Repression** (or "My Secret"): Through repression, intolerable feelings of anxiety, guilt, shame, or hurt are hidden from our conscious mind. For example, a child who was rescued from a fire that killed his parents had no memory of the incident. We don't consciously decide to forget something threatening—our subconscious mind does it for us to avoid pain.

- **Denial** (or the old "ostrich with its head in the sand" trick): A close cousin to repression, denial is our refusal to accept things that are true. The drug user who refuses to admit that he or she has a problem is a classic denier. So is the person who says, "The teacher who flunked me doesn't know what she's talking about."
- **Reversal** (sometimes called reaction formation): Reversal carries denial a step further. People who use this defense mechanism act or think directly opposite of how they really want to act or think. For example, a teacher who dislikes a student goes out of his or her way to be pleasant to that student, or a person who feels sad becomes the class clown.

- **Projection** (or "It's not my fault; it's yours"): One way to distance those feelings, shortcomings, and impulses that we can't accept in ourselves is to blame them on others or to act as if they belong to someone else. Julie, who flirts constantly, remarks that all the girls in her class are "nothing but flirts." Jeff, who is painfully shy, thinks, "If everyone weren't so mean, I'd have more friends."

● **Sublimation** (or "a safe place"): Examples include the person who screams until he's hoarse at a lively soccer match because he feels angry, or the person who feels like screaming but writes a song instead. Freud called sublimation the "great civilizer," because it allows us to act on our feelings in an acceptable way, even though our unconscious impulse might be to act irresponsibly.

● **Displacement** (or "You Always Hurt the One You Love"): We may use displacement when we feel unable to express our anger, hurt, or aggression to the person toward whom it is intended, so we direct those feelings to a "safer"

target. A teenager angry with his parents slaps his younger brother. A girl who is fired from her job drives home at 75 miles an hour. A student humiliated in class by an insensitive teacher has a fight with his girlfriend.

● **Selective inattention** (or "If I close my eyes, it'll disappear"): Selective inattention edits from our mind anything associated with something that might be painful if we were to remember it. Ray, who has "forgotten" incidents with a bully on a playground when he was 5 years old, hates physical education class and forgets his gym clothes regularly. Sally, who overextended herself financially when she bought a used car, forgets to make the payments. The utter simplicity of selective inattention, and the ease with which we use it, makes it one of the most commonly used defense mechanisms.

● **Compensation** (or accentuating the positive): When compensation is used, a weak or undesirable characteristic is disguised or ignored, and a more positive one is emphasized. Patricia Neal, an award-winning actress who suffered a stroke, worked hard to compensate for her disabilities and returned to her profession. Ron's dad wanted him to become a football player although he didn't have the size or the ability. He *did* become a straight-A student. Of course, not all types of compensation are beneficial. For example, eating disorders and alcohol or drug abuse are often the result of a person's attempts to compensate for low self-esteem.

● **Fantasy** (or "make-believe time"): Daydreaming, when used in mild doses, lets us escape from our cares and become what our wildest dreams tell us we can become. But fantasizing becomes a severe liability when it's used as a way to dodge problems.

The Best Defense?

Other defense mechanisms have been identified, but these are a few of the most common ones. The four examples that opened this article represent "classic cases"—stereotypical uses of defense mechanisms. Remember that, in reality, recognizing and analyzing the use of defense mechanisms in other people is a complicated process and best left to professionals. The athlete who wins medals is not necessarily compensating for real or perceived inferiorities. A cheerful person is not automatically denying unhappiness, and all teachers who are helpful and patient are not hiding hostile feelings toward their students.

Keeping this in mind, see if you can identify which defense mechanism is at work in each of the opening anecdotes. Answers are at the bottom of the page. If your answers don't match up with ours, don't get defensive and say, "Those were stupid questions, anyway." The fact is, all defense mechanisms are interconnected, so there are often two or more operating at the same time.

On the whole, defense mechanisms are normal human reactions, and understanding them can lead to greater self-awareness. But it is important to remember that using defense mechanisms to an extreme can be self-defeating. Defense mechanisms should help maintain, not interfere with, healthy self-esteem. □

Answers: (1) Bob: Projection, (2) Sherry: Rationalization; (3) Don: Rationalization; (4) Ann: Denial

APPENDIX C

FHA/HERO PLANNING

Following are some examples of community outreach activities which could be easily used to expand classroom learning and enhance FHA/HERO planning.

In School Activities

1. Improve school's traffic patterns. Observe patterns at times when students are moving between classes, going to lunch, and entering or leaving school. Identify trouble spots and sketch suggested improvements. Work with the principal for implementing new traffic patterns for improving traffic flow.

2. Provide baby sitting services during a school sponsored event such as open house, holiday or spring concerts, or parent-teacher elementary conferences.

Community Activities

3. Collect toys, games, food, and clothing for community centers.

4. Sponsor an Energy Conservation Program for the community. Include local businesses as resources.

5. Set up a display on nutrition at a local shopping center.

6. Sponsor a nutritional snack bake off.

7. Sponsor a simple repair clinic for the elderly and handicapped.

8. Sponsor a First-Aid clinic for students and/or the public. Contact local visiting nurses, hospitals, and clinics for assistance.

9. Sponsor an interior design decorating clinic. Invite local businesses to participate.

10. Create displays, promote awareness, and provide information on such projects as: self-awareness, handling pressure, suicide, surviving divorce, violence in family, rape, child abuse, runaways, dial-a-friend, drinking and drug abuse, okay to say NO, STD's...TEENS CAN MAKE A DIFFERENCE! (Peer techniques can be used.)

Publications/Communications

11. Create a toy safety pamphlet and distribute copies at the local library.

12. Create a simple survival pamphlet for teens including suggestions for care of clothing, reading labels, and simple sewing repairs.

13. Create a community resource book listing clinics, counseling services, and hotlines for families in crisis.

14. Develop a monthly nutritional newsletter for the elderly and have visiting nurses distribute newsletter.

15. Create a pamphlet on nutrition and exercise. Distribute pamphlet at local food stores, library, and other community places.

16. Work cooperatively with the physical education and music departments to create a health and exercise tape for teenagers.

Many of these outreach activities integrate two or more areas and can easily be expanded and/or adapted to meet community needs.